2001

The Perceived Influence of Selected Factors on the Decision of Louisiana 4-H Teens and Non-4-H Teens to Volunteer.

Kenneth Spoto
Louisiana State University and Agricultural & Mechanical College

THE PERCEIVED INFLUENCE OF SELECTED FACTORS ON THE DECISION OF LOUISIANA 4-H TEENS AND NON 4-H TEENS TO VOLUNTEER

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfilment of the
requirements for the degree of
Doctor of Philosophy

in

The School of Human Resource Education and
Workforce Development

By
Kenneth Spoto
B.S., University of Florida, 1976
M.S., University of Florida, 1982

December 2001

DEDICATION

The researcher dedicates this study to his wife, three sons, and his parents.

ACKNOWLEDGMENTS

The researcher appreciates the guidance his major professor, Dr. Satish Verma, gave him from the initial beginnings of the dissertation proposal to its completion. Much appreciation is given to the researcher's committee members, Dr. Geraldine Holmes, Dr. Michael Burnett, Dr. James Trott, and Dr. William Doll for their input into the refinement of the dissertation. Special thanks is given by the researcher to Dr. Michael Burnett for his assistance with the statistical procedures.

TABLE OF CONTENTS

LIST OF TABLES

ABSTRACT

The primary purpose of this study was to determine the contributions Louisiana 4-H teens and Non 4-H teens make to volunteer organizations and the principal factors influencing the decision of Louisiana teens to volunteer. A random sample of 2,281 teens, ages 14-19 years (9th-12th graders), enrolled in Louisiana public secondary schools of education were the participants of this study. The data collection instrument was pre-tested for reliability and yielded a .95 Cronbach's Alpha internal consistency coefficient for 32 scale items. A total of 3,853 surveys were mailed or hand delivered in October and 2,281 usable responses returned for a response rate of 59%. Data were collected from late October - December 2000.

The findings of this study profiled the greatest percentage of Louisiana 4-H teens as a white female enrolled in the 9th grade in the 14-15 years age range. The greatest percentage of Non 4-H teens was a white female enrolled in the 10th grade in the 16-17 years age range.

Louisiana 4-H teens volunteer in greater numbers in selected organizations and for a greater number of organizations than do Non 4-H teens. Major areas in which both volunteer are informal volunteering, youth development, religious organizations, and education. Although, for both groups, significant relationships between underlying reasons for volunteering and the nature and level of volunteering exist, Louisiana 4-H teens are more influenced to volunteer for both personal and altruistic reasons than Louisiana Non 4-H teens.

CHAPTER 1

INTRODUCTION

Background and Need for Study

With both profit and not for profit organizations experiencing reduced budgets and public programs experiencing reduced support from federal and local governments, volunteers are filling the resulting professional void by providing needed services. One case example is the Cooperative Extension Service of the USDA. Helping clients become volunteers has been a core value of this organization. With increasing demands on professionals and adult volunteers in a time of decreasing financial support, Extension sees the teenage volunteer as a valuable resource (Groff, 1992).

The researcher had come to a point in his professional career and personal life where volunteerism had become a priority. The researcher had come to believe that both 4-H and Non 4-H teen volunteerism could be stronger in the parish (county) in which he had worked as an Extension professional for the past nineteen years. For the researcher, the demands of a public school-based 4-H youth program and the emphasis on developing a junior livestock program placed programming in volunteering and community service in the background during those years. Granted, a small number of 4-H and non 4-H clubs, alike, from time to time, conducted commendable community service activities, such as visits to nursing homes and highway and school cleanup campaigns; but these activities were few and far between, and the numbers of participants were, in the researcher's estimate, low.

To assist him in developing a program of change in teen volunteerism for the parish in which he worked the researcher decided to look at teen volunteerism at the state level. Some of the questions he needed to ask were: Who were the teens in Louisiana that volunteered? What kind of organizations did they volunteer for? How much time did they devote to volunteer work? What kind of support and feedback did they receive for their volunteer activities? What kind of recognition did they receive? Who or what influenced them volunteer? What were some of the everyday factors of their lives that influenced their decision to volunteer? The researcher noted there was no recent study providing answers to these questions about teens in Louisiana.

The Importance of Teen Volunteerism

The researcher learned that teen volunteerism across the nation is on the rise. A 1986 national study conducted by the Cooperative Extension Service of the USDA on the implications of volunteerism indicated that a low percentage of volunteers were below 25 years of age (Partners in Action, 1986). However, a relatively recent national survey reports 60.6% of responding teens had volunteered in the previous12 months (Independent Sector, 1996). A county level study of 4-H teens enrolled at two high schools reports similar findings (Spoto, 1999).

The Independent Sector Study (1996) found the number of teens volunteering in the U.S. rose by 7 percent between 1992 and 1996. Total volunteer hours rose by 17 percent during the same period, and teens volunteered 2.4 billion hours, with 1.8 billion of those hours, valued at $7.7 billion, in formal commitments to organizations and 600 million hours to neighbors or in informal commitments to organizations.

The 4-H Youth Development program of the Cooperative Extension Service reported that out of 625,486 volunteer leaders, who worked directly or indirectly with youth nationwide, 140,332 were junior teen leaders (National 4-H Council, 1998). In Louisiana, 9,134 adult and youth volunteers provided local leadership for 4-H programs (LSU Agricultural Center, 1997).

More recent studies on volunteer involvement by young people offer an amazing insight into the importance of teen volunteerism. One survey (Do Something, 1998) reports that (1) more than one in three Americans ages 15 to 19 years have volunteered in the past year; (2) young people would be more likely to become involved if they were encouraged to by a teacher, coach, or friend; (3) young people would be more willing to get involved if charities made better use of their time; (4) 86% of community organizations have volunteers in their teens and twenties; (5) 34% of community organizations have young people on their boards; and (6) in 27% of community organizations youth comprise more than half of the volunteer force. The same survey also reports that leaders of community organizations say the following about involving young people: (1) 86% say that people under age 30 are just as valuable as older volunteers; (2) 89% say they have new ideas and energy that can benefit an organization; (3) 88% say they are skilled with new technologies; (4) 82% say they are idealistic and willing to work for change; (5) 78% say they have the necessary skills to be a volunteer; and (6) 68% say they stay involved long enough to be worth the training investment.

Teens can make a difference! Authors, Salzman and Reisgies, (1991) surveyed 12,000 high school students and found teenagers are realistic about the problems facing them, and that they have a keen understanding of the need to address these problems right away. The authors also found that it's a juggling act for teens to incorporate community service into an already busy high school schedule, however, survey respondents indicated that support from friends and families had been extremely important.

Involving America's students, including teens, in community service was one of the objectives established under the National Education Goal for the year 2000, which sought to prepare students for responsible citizenship (U.S. Dept. of Education 1999). Over the past 10 years legislative initiatives have responded to a growing national emphasis on increasing student involvement in the local community and linking community service to academic study through what has been termed service learning. Examples of initiatives that have mandated support for service learning in elementary and secondary schools include the National and Community Service Act of 1990, the Serve America program and National and Community Service Trust Act of 1993, and the Learn and Serve America program.

Service Learning

In the last few years teen volunteerism has become associated with the term, service-learning. Although this study is not intended to describe the difference between community service and service learning, simply "teen volunteerism," the researcher thought it appropriate to include a background on service learning for two reasons. First,

since the 1970's, schools have increasingly attempted to promote community service and to use service experiences to improve student education. Second, in 4-H, community service learning is viewed as a combination of experiential learning -"learning by doing"------ with community service (Caldwell, 1994).

The term, community service, implies a short term or one time volunteer experience, whereas the term "service learning" implies more of a long term endeavor. For the purposes of this paper, service learning is defined as "an educational activity, program, or curriculum that seeks to promote students' learning through experiences associated with volunteerism or community service" (Sheckley and Keaton, as cited in U.S. Dept. of Education, National Center for Education Statistics, 1999).

And yet, service learning takes on different meanings to different people, and no one definition will satisfy everyone. Service learning can vary in meaning from "co-op education" to experiential learning, or an expression of values (Wyble, 1999). According to Glendale Community College Service Learning Center (1998), the definition of service learning varies from campus to campus and program to program depending on the needs of the community, the needs of the student volunteers, and teaching techniques associated with service learning.

Summary

To enhance teen volunteerism in the parish in which he worked, specifically to learn what motivates teens to volunteer, the researcher made the decision to study teen volunteerism at the state level and relate it to what is happening at the national level.

To involve teens as volunteers, the researcher perceived that it was important for professionals, working with volunteers, and adult volunteer managers to be familiar with the demographic indicators of teens in their community. Professionals and adult volunteer managers can use specific demographic indicators to establish coaching and mentoring relationships with potential teen volunteers. Enrollment records may provide some of the information, such as grade, age, gender, and ethnic group. However, information on father's occupation, mother's occupation, parents' level of education, and information, such as the kinds of volunteer work and the frequency of volunteer work, can only be provided by means of a survey. There is no recent study providing information on these demographic indicators of teens in Louisiana.

Since teens, as in the case of adults, have the potential of increasing the quality of volunteer programs by providing their experiences and time, the researcher perceived that it was relevant to study both Louisiana 4-H and Non 4-H teens and answer the following: (a) Who are the teens that volunteer and what do they contribute (b) What factors influence their decision to volunteer? (c) What kind of recognition do they desire? and (d) Do they receive adequate support and feedback in their volunteer activities?

Findings from the county level survey in Louisiana closely parallel findings from the national survey conducted for the Independent Sector. The researcher perceived that it would benefit Louisiana and the Louisiana 4-H Program, its professional extension agents, its volunteer adult and youth leaders, and its sponsoring land grant university, LSU, to know how 4-H and Non 4-H teens compare to the

national trend in volunteerism. A study on volunteerism among 4-H and Non 4-H teens would also allow professionals and adult volunteers to compare 4-H's impact on youth volunteerism.

The findings of this study can only help professionals and adult volunteer leaders in developing strategies for high levels of involvement and retention of both 4-H and Non 4-H teen volunteers, which will decidedly enhance the quality of many volunteer programs in Louisiana.

One of the implications to a greater involvement of youth in volunteering is that "traditional youth-serving organizations will need to reorient policies, programs, and structures to meet young people's demands for relevance and shared power in decision making and program planning" (Watson & Lewis, 1976); and so, it will be relevant to conduct continuing studies of teen volunteerism.

Purpose of the Study

The primary purpose of this study was to determine the contributions Louisiana 4-H teens and Non 4-H teens make to volunteer organizations, and the principal factors influencing the decision of Louisiana teens to volunteer. More specifically, this study was intended to:

1. Describe teens enrolled in the 9-12th grades of public secondary schools in Louisiana on the following selected demographic characteristics: (a) grade; (b) age; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.

2. Describe Louisiana teens, enrolled in the 9th-12th grades of public secondary schools of education on the nature and level of volunteer work completed during the previous 12 month period. Specific aspects of their volunteer work described included: (a) type of organization (s) for which volunteer work was completed; (b) whether or not selected individuals influenced them to volunteer; (c) amount of time spent in volunteer activities during the previous 12 months; (d) longest period of time spent for a particular volunteer activity; (e) amount of support received for completion of the volunteer work completed during the previous 12 months; and (f) kind of recognition received for the volunteer work completed in the previous 12 months.

3. Describe and compare teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization and who were not current members of the 4-H youth organization, respectively, on the following selected demographic characteristics: (a) grade; (b) age; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.

4. Describe and compare Louisiana teens, enrolled in public secondary schools of education, who were current members of the 4-H youth organization and who were not current members of the 4-H youth organization, respectively, on the nature and level of volunteer work completed during the previous 12 month period. Specific aspects of their volunteer work described and compared included: (a) type of organization (s) for which volunteer work was completed; (b) whether or not selected individuals influenced them to volunteer; (c) amount of time spent in volunteer activities during the previous 12 months; (d) longest period of time spent for a particular volunteer activity; (e) amount

of support received for completion of the volunteer work completed during the previous 12 months; and (f) kind of recognition received for the volunteer work completed in the previous 12 months.

5. Determine if a relationship existed between the nature and amount of volunteer work completed during the previous 12 months by teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization and the following selected demographic characteristics: (a) grade; (b) age at last birthday; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.

6. Determine if a relationship existed between the nature and amount of volunteer work completed during the previous12 months by teens enrolled in public secondary schools in Louisiana who were not current members of the 4-H youth organization and the following selected demographic characteristics: (a) grade; (b) age at last birthday; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.

7. Determine the perceived influence of selected factors on the decision to volunteer of teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization.

8. Determine the perceived influence of selected factors on the decision to volunteer of teens enrolled in public secondary schools in Louisiana who were not current members of the 4-H youth organization.

9. Compare students enrolled in public secondary schools in Louisiana who were

current 4-H members and those who were not current 4-H members on the perceived influence of selected factors on the decision to volunteer.

10. Determine if a relationship existed between the perceived influence of selected factors on the decision to volunteer of teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization and the following selected demographic characteristics:(a) grade; (b) age at last birthday; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.

11. Determine if a relationship existed between the perceived influence of selected factors on the decision to volunteer of teens enrolled in public secondary schools in Louisiana who were not current members of the 4-H youth organization and the following selected demographic characteristics: (a) grade; (b) age at last birthday; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.

12. Determine if a relationship existed between the perceived influence of selected factors on the decision to volunteer and the nature and level of volunteer work completed during the previous 12 months among teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization. Specific aspects of their volunteer work examined included: (a) type of organization (s) for which volunteer work was completed; (b) whether or not selected individuals influenced them to volunteer; (c) amount of time spent in volunteer activities during the previous 12 months; (d) the longest period of time spent for a particular volunteer activity; (e)

amount of support received for completion of the volunteer work completed during the previous 12 months; and (f) kind of recognition received for the volunteer work completed in the previous 12 months.

13. Determine if a relationship existed between the perceived influence of selected factors on the decision to volunteer and the nature and level of volunteer work completed during the previous 12 months among teens enrolled in public secondary schools in Louisiana who were not current members of the 4-H youth organization. Specific aspects of their volunteer work examined included: (a) type of organization (s) for which volunteer work was completed; (b) whether or not selected individuals influenced them to volunteer; (c) amount of time spent in volunteer activities during the previous 12 months; (d) longest period of time spent for a particular volunteer activity; (e) amount of support received for completion of the volunteer work completed during the previous 12 months; and (f) kind of recognition received for the volunteer work completed in the previous 12 months.

Definition of Terms

For the purpose and the objectives of this study, the following terms were operationally defined:

Teen - youth ages 14-19 years (9th-12th graders) enrolled in Louisiana public secondary schools.

4-H Teen - youth ages 14-19 years (9-12th graders) enrolled in Louisiana public secondary schools and in the Louisiana Cooperative Extension Service 4-H Program.

Professionals - persons employed with organizations to develop and administer, with the assistance of volunteers, services benefitting people in the community

Longevity - the number of months or years which a teen serves as a volunteer.

Recognition - the process of recognizing and rewarding volunteer performance.

Support- the process of serving as a foundation for volunteers

CHAPTER 2

REVIEW OF RELATED LITERATURE

The review of related literature provides (1) a study of research findings on teen volunteerism; and (2) a study of the theoretical background on motivation.

Research Findings on Teen Volunteerism

In 1997, the National Center for Education Statistics (U.S. Dept. of Education, 1999) reported that data on the percentage of youth who participated in community service were sparse. Coincidently, there was and continues to be little information on teen volunteerism.

Demographics and Teen Volunteerism

A report by the National Center for Educational Statistics (U.S. Dept. of Education, 1997) states student characteristics are likely to be related to community service participation. Such demographics as race/ethnicity, grade level, and school performance are often related to the resources available to students, i.e. students' knowledge of and access to service opportunities, students' skills and attitudes that may affect their service, transportation, and clothing or supplies used in the service.

The National Center for Education Statistics (U.S. Dept. of Education,1999) reports that students in grades 9 and 10, and 11 and 12 are more likely to attend schools that require and arrange community service than students in grades 6 through 8. Students are more likely to perform community service when their schools require and arrange or else only arrange community service. Overall, however, 50 percent of the 6th through 12th grade students participated in community service and over half of these

participants were engaged in service-learning in both 1996 and 1999. Other findings from the NCES report are also revealing. For example, parents' highest level of education is positively associated with community service participation, whereas it is inversely associated with service learning. White students, overall, were more likely to participate in community service, but white students were less likely than black and Hispanic students to participate in service learning at their schools. Finally, 11th and 12th graders were more likely to volunteer than those in lower grades; possible explanations for differences are differences in student maturity, greater mobility, and greater need to fulfill a community service requirement before graduation.

Data from a set of national surveys sponsored by the Independent Sector that examined volunteering and giving among teenagers 12 through 17 years of age (Independent Sector, 1996) found (1) teens were four times as likely to volunteer if asked than if they were not asked; (2) significantly, nonwhite teenagers, especially black teenagers, were less likely to be asked to volunteer than whites; (3) teens who had experienced positive role models as children were nearly twice as likely to volunteer and contribute as those who had not; and (4) participation in activities such as religious groups or community service projects led to higher rates of volunteering.

Service Learning

Aside from possible disagreements in definition, service learning, with its growing emphasis in both public and private schools of secondary and post secondary education, has sparked findings from school level data that suggest it has become more prevalent since the mid-1980's. Between 1984 and 1997, the number of high school

students involved in service related activities increased from 900, 000 to 6,181,797 while the number of high school students involved in service learning increased from 81, 000 to 2,967,262 (National Service-Learning Clearinghouse, 1999).

The effects of community service-learning on the lives of the participants have been positive ones. In a recent study, Kay Bailey of the Louisiana Lt. Governor's Office for Community Service-Learning found that 85% of the young people participating in a community service-learning program were very satisfied or satisfied and that 75.6% stated they would very likely or likely volunteer again (Bailey, 1997). A study conducted by the Florida Department of Education involved 20,000 students participating in community service-learning activities through school (Follman,1996). The study found that 84% of the participants reported a higher grade point average, 78% had a decrease in discipline incidents, and 64% had a decrease in the number of school days missed after participating in a community service-learning activity.

Service learning is big in colleges across the nation, but it hasn't always been that way. Beginning in the 1980's national leaders chastised universities for their aloofness and indifference to the community and reluctance to teach or work with students to bring about desired change (Rubin, 2000). They were challenged to pursue what was termed "the scholarship of engagement"; service learning is the latest and one of the most successful activities of the university's response to that challenge. The National Center for Educational Statistics (U.S. Dept. of Education, 1992 &1994) reports that those 1992 high school seniors who had attended some college by 1994

were more likely to have reported performing community service in the previous year than those who had not attended some post secondary education.

What collegiate volunteers are doing today is amazing. For example 76% tutor grades K-6; 70% help the homeless; 69% help clean up the environment; 68% help fight hunger; 66% assist the elderly; 64% mentor children and teens; 63% volunteer in a health-related field; 61% help with HIV/AIDS; 56% help the developmentally disabled; 55% work with multi cultural issues; and 51% help the physically disabled (Servenet, 2000).

Many programs involving young people and community service learning have existed (Wyble, 1999); consistent with the spirit of volunteerism in America. With the passing of the National and Community Service Trust Act of 1993, schools and institutions are encouraged to develop service learning programs (Simpson, 1998). By more fully integrating community service activities into the curriculum and by adding a reflection component, schools have transformed their existing volunteer activities into service learning.

What do Teens Volunteer For?

Across the United States, teens are volunteering in many organizations and programs. They are receiving awards form local and national government, and community service is becoming an integral part of class work (Sims, 2000). Some examples of their volunteer work are (1) sorting and handing out food for the homeless during Christmas; (2) volunteering at the local library; (3) food preparation for the community's needy; and (4) escorting young children to church services.

The Independent Sector study (1996) found, that when volunteer activity during the previous twelve months was examined, major areas U.S. youth volunteered in were religious organizations (44%); youth development (36%); informal volunteering (36%); education (34%); the environment (23%); human services (19%); health (18%); arts, culture, and humanities (15%); work-related organizations (7%); international and foreign (5%); private and community foundations (4%); political organizations (2%); and other areas (2%). In terms of the amount of time devoted to volunteer activities, U.S. youth spent the following amounts of time on a weekly basis: (a) 1 - 2 hours (23.3%); (b) 2 - 3 hours (12.6%); and (c) 4 or more hours (4.7%).

The Prudential Spirit of Community Youth Survey (Prudential Company, 2001) reports that high school 9th-12th grade teens get involved in charitable activities, including nonprofit or church organizations helping the needy, youth and senior citizens (88%); education activities such as tutoring, peer counseling, coaching sports, and participation in student government (83%); environmental activities such as clean ups, improving parks and recreation facilities, etc. (82%); and cultural activities such as working with theater, music, and art groups (66%).

In Canada, youth volunteerism is also on the rise. Among young Canadians between the ages of 15 and 24, 33% participate in some form of voluntary action, each contributing an average of 125 hours per year (Child Friendly Calgary & Volunteer Calgary, 2000). Some examples of their volunteer work are (1) organizing recreational activities and helping with lunch at a home for aged; (2) helping at a food shelter; (3) helping 2nd -6th graders reach standard reading levels; (3) helping promote a blood drive;

(4) visiting hospital patients with pets; (4) assisting at a day camp for children under 12 years of age; (5) fund raising for the Humane Society; and (6) playing in a volunteer orchestra that promotes cooperation between musicians and encourages musical education.

A study on North Carolina's 4-H Teens Reaching Youth (TRY) program (Groff, 1992) found that teens can be effectively involved as volunteers through meaningful leadership experiences. TRY is a peer helper program that trains teens (with adults) to provide educational programs on such subjects as the environment or family issues to younger youth. Over the five years since TRY was introduced, almost 2,000 North Carolina teens have completed the program and have moved into other areas of leadership at school and in the community. Other states where TRY has been adopted include Oregon, Montana, and Delaware.

In Louisiana, there are no official statistics on what community services teens participate in, however, many different kinds of organizations have reported working with teen volunteers (Salzman & Reisgies, 1991). For example, Acadiana Open Channel trains volunteers, 14 years and over, to operate cameras. The AIDS Task force of Acadiana enlists teens to help with mailing, envelop stuffings, and computer work. The Arthritis Foundation and the American Red Cross train teen volunteers to perform office work. Audubon Zoo in New Orleans enlists volunteers to assist with the Zoo corps and Children's Village. Baton Rouge General Medical Center enlists volunteers, 14 year old and above, for all kinds of opportunities. The Center for Displaced Homemakers enlist teens, 16 years and above as clerical assistants and mail clerks.

Friends of City Park, in New Orleans, enlist teens, 13 years and above, for Childrens' Story Land, concessions, telephone receptionists, retail sales, office procedures, and antique upkeep. The Louisiana Arts and Science Center enlists teens, 13 years and above, as workshop volunteers. The Louisiana Council on child Abuse enlists teens, 16 years and older, to work with children in group settings. The Louisiana Nature and Science Center in New Orleans enlists teens 14 years and over, as summer camp assistants, exhibit guides, and greenhouse guides. Ollie Steele Burden Nursing Home in Baton Rouge enlists teens, 15 years and older, as sewing project assistants and assistants for recreational activities, such as bingo. The Parker House enlists teens, 15 years and above to help with yard work, house cleaning, and maintenance of the Centers for Displaced Children. Saint Joseph's Diner, Lafayette, enlists teens to help prepare and serve meals to homeless and disadvantaged people. Volunteers in Baton Rouge Public Schools enlists teens 16 years and over to tutor students in 6th, 7th, and 8th grades. And the YWCA in Baton Rouge enlists teens, 13 years and above, as counselors in children's summer camp, child development volunteers, or phone friend counselors.

From personal experience as a 4-H youth program educator, the researcher notes there has never been any official records of past or ongoing 4-H community service activities. From experience, the researcher reports that visits to the elderly, helping the needy, fund raising for St. Jude's Research Hospital, counseling at 4-H summer camp, and cleanup campaigns are major community service activities for which Louisiana 4-H teens volunteer.

While youth enrolled in the 4-H Program have also been involved in numerous hours of community service-learning projects and activities, there has never been any official records of ongoing service-learning activities (Wyble,1999). A survey conducted by Wyble (1999) found that from August 1997 to July 1998 a total of 415 community service-learning activities, as reported by Louisiana 4-H youth program educators, were conducted a total of 2,138 times and involved 28,208 elementary school level students, 14,388 junior high school level students, and 12,193 high school level students. Service-learning activities included character education, bike-a-thons, food drives, and fund raising for charitable organizations. The service-learning category with the most activities reported was "working with children and youth", followed by "supporting 4-H", and "beautification."

How Can Teens Get Involved in Volunteering?

According to Susan Ellis, a well-known writer on volunteerism, teens have some choices to make about how they want to volunteer (Ellis, 2000). One choice is to join a youth organization that provides service to others, such as 4-H, the Girl or Boy Scouts, Camp Fire, or youth groups at the YMCA. Another choice is to volunteer on their own. A third choice is to become involved through a school club or extracurricular service group that does volunteer work.

Almost identical to Ellis' choices on volunteering are Conrad and Hedlin's (1987) "three traditional outlets" for teen volunteer involvement: (1) volunteer service initiatives taken on their own (through the encouragement of peers, parents/guardians, and adult mentors); (2) volunteer service activities conducted through school work (i.e.,

service learning); and (3) volunteer service activities conducted through out of school clubs and organizations (community service).

According to the Independent Sector Survey (1996), teens first learned about their volunteer activities as follows: (1) in school (41.8%); (2) asked by someone (40.4%); (3) had a family member or a friend in the activity or benefitted from the activity (36.3%); (4) through participation in an organization or group, including a religious group or through the workplace (30.5%); (5) sought out activity on own (20.9%); (6) saw an advertisement or request through radio, tv, or printed source (4.3%); and (7) other (2.3%).

When asked "who asked you to volunteer," respondents in the survey reported the following: (1) a friend (47.2%); (2) a teacher or other school personnel (31.2%); (3) a family member or relative (30.6%); (4) someone at church (21.5%); (5) other (8.1%); and someone at work or employer (1.2%).

The Dependence on Volunteers

Society, in general, is becoming more dependent on both adult and teen volunteers, and the history of volunteering has shown they can indeed offer a helping hand to society. Volunteers are both reactive and proactive. Volunteers have often been the first to identify a response to current events, social problems, and community needs. They can take action before government and other institutions are willing to involve themselves. In short, "volunteers are pioneers and experimenters, unlimited by the restrictions of tradition, public statutes, need to make a profit, or availability of initial funds" (Ellis & Noyes, 1990).

The outstanding role of volunteers in many of today's organizations and businesses is not new in American history. Indeed, volunteers played an active role during the last thirty-five years of the nineteenth century. During this turbulent period, the gap between the frontier tradition of America and the modern demands of an industrialized nation was bridged. Sweeping changes in the ways in which Americans dealt with each other and the rest of the world took place, and volunteers contributed to fields as diverse as labor, conservation, education, and foreign aid (Ellis & Noyes,1990). Some of today's organizations that originated or grew from the efforts of volunteers include (1) the Brotherhood of Locomotive Firemen (1873); (2) American Society for the Prevention of Cruelty to Animals (1866); (3) United Way of America (1877); (4) Volunteers of America (1896); (5) Boys' Clubs (1860's); (6) American National Red Cross (1881); (7) American Library Assn. (1876); (8) Public Museums (1870); (9) the Sierra Club (1892); (10) Agricultural and Mechanical Colleges (1860's); and (11) the 4-H Youth Program.

A Background on the 4-H Youth Program

The 4-H Youth Development Program is the largest youth organization in the United States, and it exists in many countries across the world. The beginnings of the 4-H idea of practical or applied educational principles can be traced to an agricultural renaissance that began in late nineteenth century America. "Rural Americans saw their numbers declining along with their influence on the course of national development" (Wessel & Wessel, 1982). The absence of agricultural education in rural schools seemed unnatural to the original idea of American public education. The Morrill Act of 1862

had created the land-grant university system dedicated to general education and the improvement of agriculture and mechanical arts, but this principle was not being used in public schools (National 4-H Headquarters, 2001).

Unlike most of the popular and enduring ideas of the time, 4-H was not the result of any one person, recognized national leader, or charismatic personality. Here and there, agricultural scientists, school teachers, administrators, and concerned citizens were involved in developing 4-H among farm families (National 4-H Headquarters, 2001). During the late 1890's, Liberty Hyde Bailey of Cornell University used funds appropriated by New York for Extension Work to disseminate a series of nature study leaflets to rural schools and even organized clubs to ensure they were used. O. J. Kerns at the Illinois Agricultural Experiment Station founded Farmers' Institutes to introduce farm and home topics and comparative classes for rural youth.

During the early 1900's, Seaman Knapp was sent to Texas by the U.S. Department of Agriculture to help farmers combat the boll weevil. He used demonstration plots to show that applying theory and technique was a useful way of getting new information to people. Albert B. Graham, superintendent of Schools for Springfield Township, Ohio, began agricultural clubs in 1902. Graham's clubs seemed to provide a unique way of passing information to the most receptive elements of the farming community, its inquisitive young people. Graham formed a club of boys and girls with officers, projects, meetings, and record requirements. He sought technical assistance and support form the Ohio Agricultural Experiment Station and Ohio State University.

In 1903 Seaman Knapp's work in Texas resulted in the creation of the USDA Office of Cooperative Demonstration Work, the precursor to today's Cooperative Extension Service. The work of Knapp and others established an outline of a cooperative venture between county officials, the state land-grant college and the federal government. At the heart of this venture was agricultural education for young men and women.

By 1914 4-H clubs were started in nearly all states in the union. With the passage of the Smith-Lever Act in 1914, the Cooperative Extension System was created. County agents and local leaders continued organization of 4-H Clubs and club meetings and projects were made major requirements for membership.

In Louisiana, 4-H can trace its roots to the boys' corn club which began in Avoyelles parish in 1908 with the help of parish Superintendent of Education, V.L. Roy, and the Dean of the college of Agriculture, Dr. W.R. Dodson. Today, the primary means of delivering 4-H educational programs is through school clubs and school-sponsored after-school programs. Additional delivery methods include community and project clubs, school enrichment, and short-term special interest groups from these clubs. Each parish has volunteer program management systems varying in size and scope. Volunteers, including teen volunteers, work in partnership with youth development professionals, county agricultural agents and home economists, to enhance the quality of the parish program (LSU Agricultural Center,1999).

Today, approximately 80,000 Louisiana youth, enrolled in grades 4 through 12, are members of the 4-H youth program. Although there are no official records of the number of Louisiana teens involved and not involved in 4-H, teens in the Louisiana 4-H youth program enhance the quality of parish level programs by developing knowledge and skills to share with younger members. With adult coaches encouraging and supporting them, high expectations are placed on teens. They are encouraged to develop leadership skills, become good stewards of natural resources, and become involved in providing service to their communities.

Barriers to Teen Volunteerism

Given the current statistics on teen volunteerism, the truth is that not all teens volunteer. Changes in U.S. population trends may have an enormous impact on the number of teens that volunteer and, in effect, produce barriers to volunteering such as misperceptions of ability, inequity in training and coaching opportunities, denied access, ambiguous rules and values, stereotypes, cultural differences, unfair expectations, and double standards (American Hospital Associations, 1991).

The Prudential survey (2001) reports key reasons teens believe students do not volunteer: (1) they are too busy with part-time jobs, homework, or other school activities (91%); (2) they would rather keep their leisure time for TV, music, vacations, and the like (71%); and (3) they do not believe volunteering can make a difference (57%).

Other barriers to teen volunteerism may be the ways teens are motivated to volunteer. Bittner (2000) writes that doing volunteer work to meet a graduation or other

school requirement does not teach teens to serve others. She recommends encouraging teens to discuss their volunteer work during evaluation sessions so that they will understand the importance of the work; think about the growth they are gaining; and learn to find the positives of the work.

One barrier to teen volunteerism may be dissatisfaction with the club or youth program in which teens are enrolled. A study involving Ohio 4-H youth, aged 13-19 years, found that commitment, responsibility, and the feelings gained when working with younger members contributed most to teen member satisfaction (Norland & Bennett, 1993). The findings suggest that 4-H programs should be structured to maximize opportunities for older members to become committed, to gain responsibility, and to serve others, especially younger members.

And still, another barrier may simply be the lack of adult volunteers in the organization. According to the researcher, adult volunteers are needed to recruit, motivate, encourage, and supervise the teen volunteers. Doug Fields (1992) a church pastor working with adult and teen volunteers has observed that a teen's growing years are filled with self doubt, a continuous questioning of identity and existence. He's observed interactions between adult and teen volunteers, and notes that role models continue to influence youth during the teen years. Teens desire significant relationships with older people. Fields is convinced that volunteering is a positive in a negative world for both the adult and the teen volunteer.

So, Why do Teens Volunteer?

From the Independent Sector study (1996), were found the most important reasons teens sited for volunteering, to include the following: (1) compassion toward people in need (84%); (2) can do something for a cause that is important to me (84%); (3) volunteering allows me to gain a new perspective on things (74%); (4) if I help others, then someone will help me (73%); and (5) volunteering is important to the people that I respect (73%). Benefits gained from volunteering, as reported by the Independent Sector, were: (1) learned respect for others (96%); (2) learned to be helpful and kind (93%); (3) learned how to get along with others (91%); (4) gained satisfaction from helping others (90%); (5) understand people who are different from me (85%); and (6) volunteer experience will look good on my resume (63%).

Another recent study closely paralleled findings from the 1996 Independent Sector study and involved sixty-five youth enrolled in two high school 4-H Clubs (Spoto, 1999). It found the highest of thirty-five factors, influencing respondents to volunteer, included (1) the challenge of something new; (2) to learn respect for others; (3) to learn to

be helpful and kind; (4) improving school grades/do better in school; and (5) to develop new career goals.

Although not as encompassing as the Independent Sector surveys, a noteworthy, 1995 nationwide survey on 1,000 9th-10th grade youth, commissioned by the Prudential Company's Spirit of Community Initiative (Prudential Company, 2001), reported the most important reasons students volunteer are: (1) it makes them feel good about

themselves (89%); (2) they want to list some community service activities on their college applications (87%); (3) they want to learn skills they cannot learn elsewhere (81%); (4) they have roots in the community (78%); (5) they feel they have to give something back to the community (75%); and (6) they find it fun or have friends who do it (75%).

Much of the current findings on teen volunteerism seem to relate to internal motivation. But there are findings that suggest that teens are externally motivated to volunteer. For example, the Independent Sector study reports that teens were more than three times more likely to currently volunteer if they had done some volunteer work as children than those who did not have the experience; what one may call preteen motivation. Responses from the Independent Sector study also suggest that observing role models engaged in helping behavior also influences young children to adopt a charitable behavior when they become teens. And responses to the study also suggest schools and teachers are very active in promoting volunteer activities for young people.

A Theoretical Background on Motivation

Motivation to volunteer is a complex phenomenon. Motivation in general is even more complex. Research in psychology and the social sciences has attempted to explain what motivation is and how it is related to meeting needs.

Maslow's theory of the hierarchy of needs (Maslow, 1970) may explain the emergence of the need for a person to volunteer. Needs of a person are arranged in a pyramid model with the basic human needs for shelter, air, water, and food forming the base of the pyramid. Higher ordered needs are arranged on the pyramid in an ascending

manner, with the highest ordered need on top. The satisfaction of lower ordered needs sets up conditions for higher order needs to emerge. In this sense, there is a perpetual wanting and fulfilling of needs as they emerge. For example, after the needs for shelter, air, water, and food, the next higher order of needs are for security and protection; the need for people and a place in the group; the need to feel worthwhile and respected by others; and the need to become the kind of person one desires to be.

LeBoeuf (1982) writes that motivating people is a very complicated business. He states that despite the diversity of today's world almost all people would like to satisfy several very strong needs through their work. Four of these needs are (1) to feel free and in charge of their own lives; (2) to do something that's meaningful to them; (3) to be appreciated, accepted, and valued as an individual; and (4) to feel good about themselves. LeBoeuf emphasizes these needs tend to be insatiable, and that true motivation to work without holding back comes only when people feel that it's in their own best interest to do so.

Stephen Covey (1992) suggests that the highest level of human motivation is a sense of personal contribution. Principle-centered leadership, according to Covey, views people as the most valuable organizational assets, as stewards of certain resources-"and stewardship as the key to discovering, developing, and managing all other assets." In effect, people are recognized as free agents, not as "pawns limited by conditions or conditioning."

David McClelland has identified three basic needs that all people have in varying degrees; the need for achievement, power, and affiliation (McClelland, 1984).

Achievement involves the desire to make a contribution, to pursue excellence, and to succeed. Persons with high achievement needs are eager for responsibility, take calculated risks, and seek feedback about their performance. Persons with a high need for power want to be in control and desire influence over others. These people are more concerned with personal prestige and power than effective performance. In contrast, persons with high affiliation needs desire working in human environments and seek meaningful relationships. They desire respect and avoid decisions or actions that oppose group norms. They are more interested in high morale than productivity.

Frederick Herzberg defines work motivators as such things as achievement, growth, responsibility, advancement, recognition, and the job itself (Herzberg, 1968). A person is satisfied with a job, because he or she is receiving positive feedback, developing skills, and improving performance. Herzberg maintains that an employee can be motivated by challenging work in which he or she can assume responsibility.

Chris Argyris' psychological energy theory states that people will exert more energy to meet their own needs than those of the organization (as cited in Marriner-Tomey, 1992). The greater the difference between the individual's and the organization's goals, the more likely it is that an employee will feel dissatisfaction, tension, conflict, apathy, or subversion.

Victor Vroom's version of the expectancy theory of the 1960's states that motivation is dependent on how much a person wants something and his or her estimate of the probability of getting it (Vroom, 1964). It also states that to be highly motivated, a person needs to be attracted to a particular outcome; believes certain actions will lead

to the desired outcome; and assess the result is worth the effort. To motivate people, managers should clarify the connections between work and outcome and should reward desirable behavior.

According to the equity theory, studied during the 1960's by Jo Stacy Adams and others, employees assess fairness by considering their input and psychological, social, and financial rewards in comparison with those of others (as cited in Marriner-Tomey, 1992). If the comparison is equal, the employee feels he or she is treated fairly. If not, tension motivates the person to take corrective action by altering input or outcome, cognitively distorting input or output, changing the basis for comparison, or leaving.

Edward L. Deci's studies of intrinsic motivation have revealed that, for some people, an activity is an end in itself, not just a means to an end; the activity, itself, is the reward (Deci, 1975). Intrinsically motivated behavior seems to be stimulated by a person's need for feeling competent and self-determining. When there is not a stimulus, the person will seek one. When there is overstimulation, the person will back away, regroup, and reaffirm competence. When a person's feelings of competence and self-determination are enhanced, intrinsic motivation will increase. Conversely, if the perception of competence and self-determination are diminished, intrinsic motivation will decrease. Extrinsic rewards have a controlling effect in the sense that their insufficiency tends to increase intrinsic motivation.

In Douglas McGregor's Theory Y, the assumption is made that people like and enjoy work, are self-directed, and seek responsibility (McGregor, 1966). It maintains

most people have imagination, ingenuity, creativity, and other intellectual capacities that are only partially used. It suggests that motivational techniques, such as praise, recognition, general supervision, opportunities for individual growth, delegated responsibilities, participation in problem solving, job enlargement, and decentralization, may stimulate people's performance to exceed job description requirements.

Conscious reasons may be important motivators for individuals to be involved in voluntary actions. Fisher and Cole (1993) placed conscious reasons in three categories: (1) reasons that focus on the task to be performed and the location or setting in which the individual volunteers; (2) reasons that focus on the client population, such as altruistic responses and altruism combined with self interest; and (3) reasons that focus on volunteers themselves. Often, the task to be performed influences potential volunteers to become involved in voluntary action. When the task is too complicated, potential volunteers may be reluctant to perform the task. In addition, the location or setting of the activity influences the decision to initiate volunteer work.

According to Smith et al. (1992) a combination of altruism and self-interest, in which altruism is the minor motivator, is considered the main reason for volunteerism. Fisher and Cole (1993) identify the reasons that focus on volunteers, themselves as: deriving enjoyment form working with the client population, socializing with other volunteers, making new acquaintances, repaying benefits received, enhancing prestige, fulfilling a requirement, gaining career related experiences, and increasing business profits.

Wiehe and Isenhour (1977) found that individuals, to include 12-17 year old youth, contacting a volunteer recruitment and referral center requesting referral to a community agency to serve as a volunteer, indicated that personal satisfaction was the most important motivation for their interest in serving as a volunteer.

Cnaan and Goldberg-Glen (1991) proposed that volunteers are both altruistic and egoistic and that, in essence, do not distinguish between types of motives; they tend to act on both. The authors state that the combination of motives that volunteers act on are described overall as "a rewarding experience." Volunteers not only give but they get back some reward or satisfaction. The authors' model of MTV (motivation to volunteer) is unidimensional in contrast to the two and three category models of MTV generally accepted by other researchers.

The researcher, interestingly, is convinced that volunteers are society's uncelebrated (most times) heroes and that volunteerism is an heroic effort. Given that this belief is (or can be) widely held and accepted by most members of society, Arizona State University psychologist Robert Cialdini (2001) has shown that human heroism seems to be controlled by the same "selfish genes" that make animals more likely to rescue a relative, but evolution did not stop here. Cialdini believes that Darwinian natural selection rewarded those who helped out their fellow tribe members. So the people we call heroes today (which include volunteers) are those who, for some mysterious reason, seem to have adopted all humans. Cialdini, however, admits that some heroism seems to be culturally determined. He states that children raised in more

communal societies, for example Israeli kibbutzim, score higher in heroic traits such as altruism.

Everyone has the potential of becoming a volunteer and, therefore, a hero. Krystal LoPilato (2001) writes that the qualities we find heroic often reflect our own value system. She states that the traits that we consider most admirable in others are usually what we would like to develop in ourselves. She adds that in varying degrees each of us has the potential to develop these traits. She concludes that with the realization that we have great, heroic qualities within us comes the awareness that we can utilize these qualities for the improvement of not only our own lives, but the lives of everyone around us.

Summary

As was mentioned earlier, there is little or no information on a theory of what motivates teens to initiate volunteer work with organizations. The review of literature does show that two major motivators may be the fulfillment of needs and conscious reasons.

In respect to volunteering, teens seem to be more motivated by the need for affiliation than by the needs for achievement and power. Compassion toward people in need; doing something for a cause that is important to them; the prospect of gaining a new perspective on things; if I help others, then someone will help me; and volunteering is important to the people I respect are reasons for volunteering that suggest motivation by affiliation.

Conscious reasons, as major motivators for volunteering, are divided into three categories: (1) reasons that focus on the task to be performed and the location or setting in which the individual volunteers, (2) reasons that focus on the client population, such as altruistic responses, and (3) reasons that focus on volunteers themselves. The challenge of something new; to learn respect for others; to learn to be helpful and kind; to improve school grades/do better in school; and to develop new career goals are factors, influencing teens to volunteer, that suggest motivation by conscious reasons.

Although much of the current findings on teen volunteerism relate to internal motivation, there are findings that suggest teens are externally motivated to volunteer. This study is intended to look at internal motivation and cover a range of factors influencing teens to volunteer as well as the contributions that are made by teens to enhance the quality of 4-H and Non 4-H volunteer programs.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter of the study includes the following sections: population and sample, instrumentation, data collection, and data analysis.

Population and Sample

The target population of this study was defined as teen aged youth, ages 14-19 years (9th-12th graders), enrolled in Louisiana public secondary schools of education. According to the Louisiana Department of Education (1999), the population of 9-12th graders enrolled in Louisiana public secondary schools of education for 1999-2000 was estimated to be 204,673.

Initially, the researcher planned to randomly select two parishes from each of the five districts identified by the Louisiana Cooperative Extension Service in its programming scheme. However, Louisiana is divided into 66 public school districts representing 64 parishes and two cities with independent school districts. In an amendment to his original plans, the researcher kept the number of samples at 10 and, utilizing a computer program, randomly selected 10 school districts from among the 66 districts. A second random selection of the districts provided 10 alternate districts to serve as backups to the 10 originally selected. From each selected school district one school, enrolling 9th-12th graders, was randomly selected. To get an adequate number of respondents who were enrolled in the 4-H youth organization, and because the number of teens enrolled in 4-H varies from school to school, a second school was randomly selected from each school district in case the 4-H enrollment at the first

school was below 30. After conferring with 4-H agents about the 4-H enrollment in the parishes within the ten, randomly selected school districts, the researcher included a second, randomly selected school in each of two parishes. The 9-12th grade teens enrolled in 13 schools, in ten parishes, totaling 3,853, represented the accessible population.

Utilizing the 9th-12th grade enrollment population of 204,673, and choosing a .05 acceptable margin of error and a 95% confidence level, the minimum sample size was computed to be 383 (Portman, Tables for Determining Sample Size and Sample Error, 1975).

Instrumentation

The instrument used to collect the data was a questionnaire based on the findings of research, in particular the 1996 Independent Sector Study and the 1999 Spoto study (Appendix A). The first section of the instrument sought information about demographic characteristics and the nature and level of volunteering. The second section sought information about the influence of selected factors on teens' decisions to volunteer. Respondents used an 8- point anchored scale with values from 0 = None to 7 = High Effect to indicate the effect of selected factors on their decision to volunteer.

The instrument was validated by the division leader of 4-H youth in the Louisiana Cooperative Extension Service, and four 4-H field agents in the Louisiana Cooperative Extension Service 4-H Program.

Reliability of the instrument was evaluated by conducting a field test in September 2000 with 100 teens enrolled in a secondary school from a parish not

included in this study. Responses from the field test were not included in the study. A letter requesting permission to administer the instrument was mailed to the school superintendent, the school principal, and the 4-H professional of the parish in the field test (Appendix B, C, & D). Once permission was received, the instrument was administered by teachers to students during school hours. Reliability was established by using Cronbach's Alpha internal consistency coefficient calculated for Section 2, which measured the effect of selected factors on the decision of teens to volunteer. The Cronbach's Alpha internal consistency coefficient was as follows:

Section	Number of Items	Cronbach's Alpha
Selected Factors Influencing Volunteerism	32	.9510

Data Collection

In addition to the letters requesting permission to administer the instrument in the parish fielding the reliability test, letters requesting permission to administer the instrument in the ten parishes selected for the study were mailed to the principals of each secondary school in the selected parishes, the superintendent of each school district in the selected parishes, and the 4-H professionals of each parish concerned (Appendix E, F, & G). Once permission and cooperation were obtained, the instrument was either personally delivered by the researcher or mailed to school principals. To reduce the number of nonrespondents the researcher requested schools to administer the survey instrument to students during school hours and preferably through the English classes. The completed questionnaires were number coded to provide the researcher with a

means of follow-up and also to provide anonymity to the respondents. A cover letter explaining the purpose and objectives of the study was developed. The cover letter also asked the respondent to: (1) check yes or no if he or she was or was not a current 4-H member; (2) check yes or no if he or she was ever a 4-H member for two or more years; and (3) sign the survey and return it uncompleted if he or she had ever completed the survey before. Completed survey instruments were returned by mail or were picked up from school principals by the researcher. Out of 3,853 survey instruments delivered to the 13 selected schools for administration, 2,596 were returned to the researcher. A total of 315 surveys returned were not completed and were not considered in the analysis of data.

Data Analysis

Data collected from the questionnaires were analyzed with the SPSS statistical package. Data analysis was completed by the procedures indicated in the following paragraphs.

Objective one was to describe teens enrolled in the 9-12th grades of public secondary schools in Louisiana on the following selected demographic characteristics: (a) grade; (b) age; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education. Frequencies and percentages were used in this description.

Objective two was to describe Louisiana teens, enrolled in the 9th-12th grades of public secondary schools of education, on the nature and level of volunteer work completed during the previous 12 month period. Specific aspects of their volunteer work

described included: (a) type of organization (s) for which volunteer work was completed; (b) whether or not selected individuals influenced them to volunteer; (c) amount of time spent in volunteer activities during the previous 12 months; (d) longest period of time spent for a particular volunteer activity; (e) amount of support received for completion of the volunteer work completed during the previous 12 months; and (f) kind of recognition received for the volunteer work completed in the previous 12 months. Again, frequencies and percentages were used in this description.

Objective three was to describe and compare teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization and who were not current members of the 4-H youth organization, respectively, on the following selected demographic characteristics: (a) grade; (b) age; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.

Since objective three of this study was to describe and compare teens on selected demographic characteristics, data relating to these objectives were analyzed with descriptive statistics and the chi square procedure. Tables included frequencies, percentages, and the chi square values.

Objective four was to describe and compare Louisiana teens, enrolled in public secondary schools of education, who were current members of the 4-H youth organization and who were not current members of the 4-H youth organization, respectively, on the nature and level of volunteer work completed during the previous12 month period. Specific aspects of their volunteer work described and compared

included: (a) type of organization (s) for which volunteer work was completed; (b) whether or not selected individuals influenced them to volunteer; (c) amount of time spent in volunteer activities during the previous 12 months; (d) longest period of time spent for a particular volunteer activity; (e) amount of support received for completion of the volunteer work completed during the previous 12 months; and (f) kind of recognition received for the volunteer work completed in the previous 12 months.

Descriptive statistics and the chi square procedure were used to analyze data relating to objective four. Tables included frequencies, percentages, and the chi square values.

Objective five was to determine if a relationship existed between the nature and amount of volunteer work completed during the previous 12 months by teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization and the following selected demographic characteristics: (a) grade; (b) age at last birthday; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.

Objective six was to determine if a relationship existed between the nature and amount of volunteer work completed during the previous12 months by teens enrolled in public secondary schools in Louisiana who were not current members of the 4-H youth organization and the following selected demographic characteristics: (a) grade; (b) age at last birthday; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.

For objectives five and six, Kendall's Correlation Coefficient was used to determine if a relationship existed between interval and ordinal variables. The t-test for independent samples was used to compare relationships by Ethnic Group and Gender. The one way ANOVA was used to compare relationships by Father's and Mother's Occupation. The chi square test was also used to compare relationships between certain variables.

Objectives seven and eight were to determine the perceived influence of selected factors on the decision to volunteer of teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization and who were not current members of the 4-H youth organization, respectively. Descriptive statistics were used in analyzing data related to these objectives. Tables included the means and standard deviations for the selected factors.

Objective nine was to compare students enrolled in public secondary schools in Louisiana who were current 4-H members and those who were not current 4-H members on the perceived influence of selected factors on the decision to volunteer. Since this objective included comparison measurements, the analysis of variance procedure for more than two categories and the t test for independent samples were used.

Objective ten was to determine if a relationship existed between the perceived influence of selected factors on the decision to volunteer of teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization and the following selected demographic characteristics:(a) grade; (b) age at

last birthday; (c)gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.

Objective eleven was to determine if a relationship existed between the perceived influence of selected factors on the decision to volunteer of teens enrolled in public secondary schools in Louisiana who were not current members of the 4-H youth organization and the following selected demographic characteristics: (a) grade; (b) age at last birthday; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.

For objectives ten and eleven, Pearson's Product Moment Coefficient was used to determine if a relationship existed between interval and nominal variables. Spearman's correlation coefficient was used to determine if a relationship existed between the interval and ordinal variables. Since these objectives included comparison measurements, the analysis of variance procedure for more than two categories and the t-test for independent samples were used.

Objective twelve was to determine if a relationship existed between the perceived influence of selected factors on the decision to volunteer and the nature and level of volunteer work completed during the previous 12 months among teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization. Specific aspects of their volunteer work examined included: (a) type of organization (s) for which volunteer work was completed; (b) whether or not selected individuals influenced them to volunteer; (c) amount of time spent in volunteer activities during the previous 12 months; (d) the longest period of time spent for a

particular volunteer activity; (e) amount of support received for completion of the volunteer work completed during the previous 12 months; and (f) kind of recognition received for the volunteer work completed in the previous 12 months.

Objective thirteen was to determine if a relationship existed between the perceived influence of selected factors on the decision to volunteer and the nature and level of volunteer work completed during the previous 12 months among teens enrolled in public secondary schools in Louisiana who were not current members of the 4-H youth organization. Specific aspects of their volunteer work examined included: (a) type of organization (s) for which volunteer work was completed; (b) whether or not selected individuals influenced them to volunteer; (c) amount of time spent in volunteer activities during the previous 12 months; (d) longest period of time spent for a particular volunteer activity; (e) amount of support received for completion of the volunteer work completed during the previous 12 months; and (f) kind of recognition received for the volunteer work completed in the previous 12 months.

For objectives twelve and thirteen, Pearson's Product Moment Coefficient and Kendall's tau coefficient were used to determine if relationships existed between variables.

CHAPTER 4

RESULTS AND DISCUSSION

Objective One

Objective one of the study was to describe Louisiana teens, enrolled in the 9th-12th grades of public secondary schools on the following selected demographic characteristics: (a) enrollment in the 4-H youth organization (b) grade; (c) age at last birthday; (d) gender; (e) ethnic group; (f) occupation of father; (g) occupation of mother; and (h) parents' highest level of education. Frequencies and percentages were used for this description.

4-H Enrollment Status of Louisiana Teens

One of the characteristics on which study participants were described was their enrollment status in the 4-H youth organization (see Table 1). Students were asked to respond to two aspects of this characteristic. First, students were asked to indicate whether or not they were currently a member of 4-H or had been within the past 12 months. Of the students responding to this item, 530 (23.5%) indicated that they either were currently a member or had been within the past 12 months. The other 1,726 students (76.5%) who provided useable data indicated "No" as their response to this item.

The second aspect of this characteristic asked students to indicate whether or not they ever held membership in the 4-H youth organization for a period of two or more years. Of the students responding to this item, 1,090 (48%) indicated they had held

membership for two or more years. The other 1,179 students (52%) who provided useable data indicated "No" as their response to this item.

Table 1
4H Membership Status of Students Enrolled in the 9th-12th grade of Louisiana Public Schools

	Yes		No		Total	
	n	%	n	%	n	%
Current or Member within Last 12 months	530	23.5	1726	76.5	2256[a]	100
Ever held Membership for 2 or more Years	1090	48.0	1179	52.0	2269[b]	100

[a] 25 study participants did not provide useable data for this item.
[b] 12 study participants did not provide useable data for this item.

Grade Level of Louisiana Teens

Respondents were asked to indicate their grade level as of September 1, 2000 (see Table 2). The largest group of teen respondents was 10th graders (30.6%). The next largest group was 9th graders (27.8%).

Table 2
Grade in School of Students Enrolled in Louisiana Public High Schools

Grade	n	%
9th	625	27.8
10th	689	30.6
11th	466	20.7
12th	471	20.9
Total	2251	100.0

Note. 30 study participants did not provide useable data for this item.

Age Level of Louisiana Teens

Another characteristic on which respondents were described was their age at last birthday (see Table 3). The largest group of teen respondents was in the 14-15 year old

Table 3
Age Group of Students Enrolled in Louisiana Public High Schools

Age	n	%
14-15 years	1071	47.3
16-17 years	1024	44.9
18-19 years	158	7.0
Over 19 yrs	12	.5
Total	2265	99.7[a]

Note. 16 study participants did not provide useable data for this item.
[a]Percentages do not total 100 because of rounding errors.

age group (47.3%). The next largest group was in the 16-17 year old age group (45.2%).

Gender of Louisiana Teens

Respondents were asked to indicate their gender. Of the 2,278 students responding to this question, 1,211 (53.2%) indicated they were female and 1,067 (46.8%) indicated they were male.

Ethnic Group of Louisiana Teens

Respondents were asked to indicate their ethnic group (see Table 4). The largest group of teen respondents was white (66.8%). The next largest group was black (29.3%).

Table 4
Ethnic Group of Students Enrolled in the 9th-12th grades of Louisiana Public Schools

Ethnic Group	n	%
White	1516	66.8
Black	666	29.3
Other[a]	63	2.8

(table con'd)

Hispanic	21	.9
Oriental	4	.2
Total	2270	100.0

Note. 11 study participants did not provide useable data for this item.
* 40 of these provided useable data as follows: 38 Native Americans; 1 Samoan; and 1 "Mixed" race.

Occupations of Louisiana Teens' Fathers

Respondents were asked to identify their father's occupation from a list of occupations provided. In addition, an "Other" response was available which also included a request to specify the occupation, if this was the response marked by the participant. The most frequently identified response category was the "Other" response (n = 855, 40%). To summarize the information, the researcher identified career fields as listed in the Dictionary of Occupational Titles and categorized each of the available responses into the appropriate job classification area. The career field of "construction" was identified by the largest number of respondents who marked "Other" as their father's occupation. The complete listing of these "other" responses are provided in Appendix H. Among the list of occupations provided, manufacturing/industry received the largest number of responses (n=633, 29.6%). Two additional occupations received responses of more than 10% of the total respondent group. These included Business Owner/Manager (n=346, 16.2%) and Service Sector Employee (n=219, 10.2%) (see Table 5).

Table 5
Father's Occupation of Students Enrolled in 9th-12th Grades in Louisiana Public Schools

Father's Occupation	n	%
Other[a]	855	40.0
Manufacturing/Industry	633	29.6
Business Owner/Manager	346	16.2
Service Sector Employee	219	10.2
Homemaker	48	2.2
Teaching Profession	39	1.8
Total	2140	100.0

Note. 141 study participants did not provide useable data for this item.
[a] 393 of these provided useable data. Complete listing in Appendix H

Occupations of Louisiana Teens' Mothers

Respondents were asked to identify their mother's occupation from a list of occupations provided. In addition, an "Other" response was available which also included a request to specify the occupation, if this was the response marked by the participant. The most frequently identified response category was the "Other" response. To summarize the information, the researcher identified career fields as listed in the Dictionary of Occupational Titles and categorized each of the available responses into the appropriate job classification area. The career field of "medical services" was identified by the largest number of respondents who marked "Other" as their mother's occupation. The complete listing of these "other" responses are provided in Appendix I. Among the list of occupations provided, Homemaker received the largest number of responses (n=462, 21.4%). Three additional occupations received responses of more than 10% of the total respondent group. These included Service Sector Employee

(n=358, 16.6%), Business Owner/Manager (n=263, 12.2%), and Teaching (n=236. 10.9%) (see Table 6).

Table 6
Mother's Occupation of Students Enrolled in the 9th-12th Grades of Louisiana Public Schools

Mother's Occupation	n	%
Other[a]	745	34.4
Homemaker	462	21.4
Service Sector Employee	358	16.6
Business Owner/Manager	263	12.2
Teaching Profession	236	10.9
Manufacturing/Industry	99	4.6
Total	2163	100.1[b]

Note. 118 study participants did not provide useable data for this item.
[a]407 of these provided useable data. Complete listing in Appendix I
[b]Percentages do not total 100 because of rounding errors.

Highest Level of Education of Louisiana Teens' Parents

Another characteristic on which respondents were described was parents' highest level of education. Respondents were instructed to base their response on the parent with the highest level of education completed. The largest group of teen respondents indicated "high school graduate or equivalent" (39.6%) as the highest level of education completed by their parents (see Table 7). The next largest group of teen respondents indicated "college graduate"(22.7%).

Table 7
Highest Level of Education of Parents of Students Enrolled in 9th-12th Grades in Louisiana Public Schools

Level of Education	n	%
Less than high school	48	2.2
Some High School	25	11.3

(table con'd)

High school graduate or equivalent	883	39.6
Voc/tech education/some college	422	18.9
College Graduate	506	22.7
Graduate or professional school	116	5.2
Total	2227	99.9[a]

Note. 54 study participants did not provide useable data for this item.
[a]Percentages do not total 100 because of rounding errors.

Objective Two

Objective two was to describe Louisiana teens, enrolled in 9th-12th grades of public secondary schools, on the nature and level of volunteer work completed during the previous 12 month period. Specific aspects of their volunteer work included: (a) type of organization (s) for which volunteer work was completed; (b) whether or not selected individuals influenced them to volunteer; (c) amount of time spent in volunteer activities during the previous 12 months; (d) longest period of time spent volunteering for a particular activity; (e) amount of support received for volunteer work completed during the previous 12 months; and (f) kind of recognition received for the volunteer work completed in the previous 12 months. Frequencies and percentages were used in this description.

Type of Organizations/Areas for Which Louisiana Teens Volunteered

If they had performed volunteer work in the previous twelve months, study participants were asked to indicate (by circling 1 for yes or 2 for no) whether or not they did volunteer work in selected organizations/areas (see Table 8). The organizations/areas where the greatest percentages of respondents indicated they

volunteered were informal/alone (n=1216, 68.1%), religious organizations (n=1097, 61.6%), education (n=825, 48%), and youth development (n=729, 42.4%).

Table 8
Type of Organizations for Which Louisiana Teens Enrolled in 9th-12th Grades of Public Schools Volunteered

Area of Volunteer Activity	Yes		No		Total	
	Freq.	%	Freq.	%	n	%
Informal/alone	1216	68.1	570	31.9	1786	100
Religious Organizations	1097	61.6	684	38.4	1781	100
Education	825	48.0	895	52.0	1720	100
Youth Development	729	42.4	991	57.6	1720	100
Health Organizations	614	35.8	1101	64.2	1715	100
Human Services	585	34.3	1119	65.7	1704	100
Community Foundations	449	27.0	1215	73.0	1664	100
Arts, Culture, Humanities	414	24.9	1248	75.1	1662	100
Environment	402	24.0	1270	76.0	1672	100
Public/society benefit	292	17.5	1376	82.5	1668	100
International/foreign	209	12.8	1419	87.2	1628	100
Work-related organizations	198	12.0	1450	88.0	1648	100
Political Organizations	194	11.8	1448	88.2	1642	100
Other	170	15.2	952	84.8	1122	100
Private Foundations	123	7.5	1512	92.5	1635	100

Since the primary purpose of this portion of objective two was to determine the nature of volunteer work completed by 9th-12th grade students enrolled in Louisiana public schools, to further summarize the information presented in the objective, the researcher used factor analysis to determine if a reduced number of constructs could be identified in the data. Typically, factor analysis is conducted with data which is measured on an interval or higher level scale of measurement. However, "In some cases, dummy variables (coded 0-1), although considered nonmetric, can be used" (Hair, et. al., 1998). The 14 specific organizations/areas of volunteer work (Table 8) were entered into a factor analysis to determine if a smaller number of constructs were being

measured by the responses provided to these items. In conducting this factor analysis, the first step was to determine the number of factors to be extracted. Using a combination of the latent root criteria, the a' priori technique, and the scree plot technique the researcher determined that the most appropriate number of factors to be extracted was one. The unrotated factor component matrix is presented in Table 9. Since only one factor was being extracted, rotation of the factor was not relevant.

After the single factor was determined to be the most appropriate result from the factor analysis, the researcher computed a factor score which was defined as the sum of the number of organizations/areas for which the respondents indicated they had volunteered. To accomplish this, the researcher used the item coding of "0" if an organization/area was not marked and "1" if the organization/area was marked and summed the responses for the 14 items. In addition, the optional response which provide the respondents the ability to identify an "Other" organization/area was included in the calculation of the factor score. Therefore, the score represented the total number of organizations and had a possible range of from 0 to 15. Responses from the subjects in the study had an overall mean of 3.26 (SD=2.99). The range of scores was from the lowest possible score (0) to the highest possible score of 15. Data from this analysis were also summarized into score categories and are presented in Table 10. The largest number of respondents (n=761, 35.1 %) was in the response category of 2 to 4 organizations/areas with which they had volunteered. A total of 498 of the respondents (22.9%) indicated they had not volunteered with any of the organizations listed. Also, 261 (12%) reported having volunteered with only one organization/area.

Table 9

Factor Analysis of Selected Organizations/Areas for Which Louisiana 9th-12th Teens Volunteered

	Component
	Number of Volunteer Organizations
Selected Organizations/Areas	(25.61% of variance explained)
Community Foundations	.604
Youth Development	.572
Health	.553
Arts, Culture, Humanities	.538
Human Services	.530
Public/Society Benefit	.520
Education	.514
International/foreign	.512
Environment	.476
Political	.462
Work-related	.459
Private Foundations	.452
Informal/alone	.438
Religious	.415

Note. Extraction Method: Principal Component Analysis

Table 10

Score Categories for Number of Volunteer Organizations (NOVOLORG) for Which Louisiana Teens Volunteered

Score Category	n	%
0	498	22.9
1	261	12.0
2-4	761	35.1
5-7	42	19.7
8-10	7	8.6
11-13	21	1.0
14-15	16	.8
Total	1606	100.1[a]

Note. Mean of 3.26 (SD = 2.99)

[a] Percentages do not total 100 because of rounding errors.

Whether or Not Selected Persons/Situations Influenced Louisiana Teens to Volunteer

If they had performed volunteer work in the past twelve months, study participants were asked to indicate (by circling 1 for yes or 2 for no) whether or not they were influenced to volunteer by selected individuals or situations (see Table 11). The individuals or situations identified by the largest numbers of respondents as having influenced them to volunteer included: family member/relative (n=1258, 69.2%), friend (n=1142, 63.9%), and No one (without being asked) (n=1082, 61.3%). The individuals/situations that were reported as having influenced the decision to volunteer by the smallest number of respondents were Advertisement (n=300, 17.6%) and a Fellow Employee (n=415, 24.4%). Of the 99 respondents indicating "other" persons or situations as having influenced them to volunteer, only 19 provided useable data as follows: missionary (1); foster kid volunteer (1); park volunteer (1); zoo volunteer (1); choir (1); FBLA (1); fire department (6); ROTC (1); tutoring (1); BETA (1); United Way (1); Girl's Club (1); Vacation Bible School (1); and the Salvation Army (1).

Table 11
Whether or Not Selected Persons/Situations Influenced Louisiana Teens to Volunteer

	Yes		No		Total	
Person/Situation	Freq.	%	Freq.	%	n	%
Family member/relative	1258	69.2	559	30.8	1817	100
Friend	1142	63.9	645	36.1	1787	100
Without being asked	1082	61.3	683	38.7	1765	100
Someone at church or synagogue	973	55.1	794	44.9	1767	100
Adult volunteer leader	847	48.7	892	51.3	1739	100

(table con'd)

Organization/Group	823	47.3	916	52.7	1739	100
Church/school requirement	533	31.2	1173	68.8	1706	100
Employer	488	28.4	1228	71.6	1716	100
Volunteer manager	438	25.7	1266	74.3	1704	100
Fellow employee	415	24.4	1289	75.6	1704	100
Advertisement	300	17.6	1401	82.4	1701	100
Other	99	9.2	981	90.8	1080	100

[a]19 of these study participants provided useable data as follows: missionary (1); foster kid volunteer (1); park volunteer (1); zoo volunteer (1); choir (1); FBLA (1); fire department (6); ROTC (1); tutoring (1); BETA (1); United Way (1); Girl's Club (1); Vacation Bible School (1); and Salvation Army (1).

Factor Analysis of Individuals/Situations Influencing Louisiana Teens to Volunteer

To further summarize the information provided in Table 11 , the researcher used factor analysis to determine if a reduced number of constructs could be identified in the data. Typically, factor analysis is conducted with data that is measured on an interval or higher level of measurement (metric). However, "In some cases, dummy variables (code 0-1), although considered nonmetric, can be used" (Hair, et. al., 1998). The 11 specific individuals/situations that could potentially have influenced the decision to volunteer were entered into a factor analysis to determine if a smaller number of constructs were being measured by the responses being provided to the items. In conducting the factor analysis, the first step was to determine the optimum number of factors to be extracted. Using a combination of the latent root criterion, the a' priori criterion, and the scree test criterion the researcher determined that the optimum number of factors was two. These factors were labeled by the researcher as Informal and Obligatory. These two factors

and the percentage of variance are presented in the Rotated Component Matrix in Table 12.The items included in each component and the order they were extracted are also included in this table.

Table 12
Rotated Component Matrix for 11 Variables Under Whether or Not Selected Individuals or Situations Influenced Louisiana Teens to Volunteer

Selected Variables	Component	
	Informal (40.521% of variance)	Obligatory (10.539% of variance)
Asked by a Friend	.760	
Asked by a Family Member/Relative	.758	
Asked by Someone at Church/Synagogue	.710	
Volunteer Without being Asked	.692	
Asked by An Adult Volunteer Leader	.628	
Through Participation in an Organization/Group	.613	
Asked by an Employer		.756
Asked by Someone at Work Other than Employer		.747
Asked by a Professional Working with Volunteers		.612
After Seeing an Advertisement or Other Media Request		.592
Because of School/church Requirements		.449

Note. Extraction Method: Principal Component Analysis, Rotation Method: Varimax with Kaiser Normalization. Component scores were calculated as Mean = 13.535 (SD = 10.812) for Component 1 - Informal and Mean = 5.762 (SD = 8.002) for Component 2 - Obligatory.

After the two factors were determined to be the most appropriate results from the factor analysis, the researcher computed factor scores which were defined as the sum of the number of obligatory persons or situations by which the respondents indicated they were influenced to volunteer and the number of informal persons or situations by which the respondents indicated they were influenced to volunteer. To accomplish this, for each factor, the researcher used the item coding of "0"if a person/situation was not marked and "1" if the person/situation was marked and summed the responses for the 6

items under "Informal" and the 5 items under "Obligatory." When these scores were examined, the mean number of persons/situations in the "Informal" factor that were identified as influencing the decision to volunteer was 2.71 (SD = 2.16). Values ranged from a low of 0 to a high of 6 (the maximum possible score). For the "Obligatory" factor, the mean number of persons/situations influencing the decision to volunteer was 0.96 (SD = 1.33). Responses to the items in this factor ranged from 0 to 5 (also the maximum possible score for the factor).

Since the number of individuals/situations in the two factors was different (six for informal factor and five for obligatory factor) the researcher converted the raw scores computed to a score for each of the two factors that were measured on the same scale. The purpose of this procedure was to measure the two factors in a manner that they could be meaningfully compared. If one of the factors was measured on a 0 to 6 scale and the other area was measured on a 0 to 5 scale, understanding how the two measurements related to one another would potentially be difficult. Therefore, the researcher converted each of the two scores to a common scale so that a score of 10 would have the same meaning on both of the scores. The common scale used was 0 to 30 and is interpreted such that a higher score indicates a larger number of persons/situations that influenced the individual's decision to volunteer.

Responses from the subjects in the study had an overall mean for the obligatory factor of 5.76 (SD = 8.00). The range of scores for this factor was from the lowest possible score (0) to the highest possible score (30).

Responses from the subjects in the study had an overall mean for the informal factor of 13.53 (SD = 10.81). The range of scores for this factor was from the lowest possible score (0) to the highest possible score (30).

Amount of Time Louisiana Teens Spent in Volunteer Activities

If respondents volunteered in the previous 12 months, they were asked to indicate how much time per week they devoted to volunteer work (see Table 13). Of the 1,729 respondents answering this question, 502 (29%) indicated four or more hours of volunteer work per week; 474 (27.4%) indicated one to two hours of volunteer work per week; 388 (22.4%) indicated two to three hours per week; and 365 (21.1%) indicated less than 1 hour per week. Of the total number of study participants, 552 did not provide useable data for this item; since respondents were asked to report information if they had volunteered in the previous 12 months, the researcher interpreted that this number of study participants had not volunteered.

Table 13
Amount of Time Louisiana Teens Spent Per Week in Volunteer Activities

Amount of Time	n	%
Less than 1 hour	365	21.1
1-2 hours	474	27.4
2-3 hours	388	22.4
4 or more hours	502	29.0
Total	1729	99.9[a]

Note. 552 of the study participants did not provide useable data
[a]Percentages do not total 100 because of rounding errors.

Longest Period of Time Louisiana Teens Devoted to a Particular Volunteer Activity

If respondents volunteered in the previous 12 months, they were asked to indicate the longest period of time (in groups of months) they volunteered for a particular activity (see Table 14). Of the 1,729 respondents answering this question, 801 (46.3%) indicated they devoted less than one month to a particular volunteer activity; 481 (27.8%) indicated they devoted one to three months; 196 (11.3%) indicated four to six months; 160 (9.3%) indicated 10 to 12 months; and 91 (5.3%) indicated seven to nine months. Of the total number of study participants, 552 did not provide useable data for this item.

Table 14
Longest Period of Time in Months Louisiana Teens Devoted to a Particular Volunteer Activity

Period of Time	n	%
Less than one month	801	46.3
1 to 3 months	481	27.8
4 to 6 months	196	11.3
7 to 9 months	91	5.3
10 to 12 months	160	9.3
Total	1729	100.0

Note. 552 of the study participants did not provide useable data.

Amount of Support Louisiana Teens Received for Volunteering

If respondents volunteered in the previous 12 months, they were asked to indicate the amount of support they received for their volunteer work; either "none," "little," or "adequate." Of the 1,754 respondents answering this question, 685 (39.1%) indicated they received "adequate" support for their volunteer work; 601 (34.3%) indicated they

received "little" support; and 468 (26.7%) indicated they received "no" support. Of the total number of study participants, 527 did not provide useable data for this item.

Kind of Recognition Louisiana Teens Received for Volunteer Work

If respondents volunteered in the previous 12 months, they were asked to indicate the kind of recognition they received for their volunteer work, specifically, either "none," "praise," "certificate," or "other." Of the 1,677 respondents answering this question, 739 (44.1%) indicated they received "praise" for their volunteer work; 493 (29.4%) indicated they received "no" recognition; 264 (15.7%) indicated they received a "certificate"; and 181 (10.8%) indicated "other." Of the 181 "other" responses, 122 provided useable data in response to the request of please specify kind of "other" recognition (see Table 15). Of the 122, 65 (53.3%) indicated they received "money" for their volunteer work; 24 (19.7%) indicated they received "thank you's"; and 6 or 4.9% indicated "trophies."Of the total number of study participants, 604 did not respond to this item.

Table 15
"Other" Recognition Specified by Louisiana Teens

Recognition	n	%
Money	65	53.3
Thank you	24	19.7
Trophy	6	4.9
Merits	4	3.3
Gifts	3	2.5
Beta Club Points	3	2.5
Congratulations	2	1.7
Shirt	2	1.7

(table con'd)

Recommendation	1	0.8
Plaque	1	0.8
Rights	1	0.8
Discounts	1	0.8
Prizes	1	0.8
Ribbon	1	0.8
Knowledge	1	0.8
Class Credit	1	0.8
Grade	1	0.8
Promotion	1	0.8
Letter of Appreciation	1	0.8
Trip	1	0.8
Extra Credit	1	0.8
Totals	122	100.0

Objective Three

Objective three of the study was to describe and compare teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization and who were not current members of the 4-H youth organization on the following selected demographic characteristics: (a) grade; (b) age; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education. Demographic findings are presented in the following section. The chi square statistical procedure was used to compare the 4-H and Non 4-H groups.

Grade Level of Louisiana 4-H and Non 4-H Teens

Respondents were asked to indicate their grade level as of September 1, 2000 (see Table 16). The largest group of 4-H teen respondents was 9th graders (n = 167, 31.8%). The next largest group was10th graders (n = 161, 30.7%). The largest group of Non 4-H

teen respondents was 10th graders (n = 523, 30.7%). The next largest group was 9th graders (n = 448, 26.3%).

The second aspect of this objective was to compare the 4-H and Non 4-H groups of respondents on the characteristic being studied. The most appropriate method to accomplish this was determined to be the chi-square test of independence to determine if the variables grade level and 4-H membership were independent. The compute chi-square value ($X^2_{(3)} = 10.854$, p = .013) was significant indicating the variables were not independent. The nature of the association between the variables was such that a larger proportion of the 4-H group was enrolled in the 9th grade and a larger proportion of the Non 4-H group was in the 12th grade.

Table 16
Grade Level in School by 4-H Membership Status Among Louisiana High School Teens

	4-H Teens		Non 4-H Teens	
Grade Level	n	%	n	%
9th Grade	167	31.8	448	26.3
10th Grade	161	30.7	523	30.7
11th Grade	110	21.0	351	20.6
12th Grade	87	16.6	381	22.4
Total	525[a]	100.1[b]	1703[c]	100.0

Note. $X^2_{(3)} = 10.854$, p = .013
[a]Five 4-H respondents did not provide useable data for this item.
[b]Percentages do not total 100 because of rounding errors
[c]Twenty-three Non 4-H respondents did not provide useable data for this item.

Age Level of Louisiana 4-H and Non 4-H Teens

Respondents were asked to indicate their age at last birthday (See Table 17). The largest group of 4-H teen respondents (n= 281, 53.4%) was in the 14-15 year age category. The largest group of Non 4-H teen respondents (n=802, 46.8%) was in the 16-17 year age category.

The second aspect of this objective was to compare the 4-H and Non 4-H groups of respondents on the characteristic being studied. The most appropriate method to accomplish this was determined to be the chi-square test of independence to determine if the variables Age and 4-H membership were independent. The computed chi-square value ($X^2_{(3)} = 12.182$, $p = .007$) was significant indicating the

Table 17
Age Level by 4-H Membership Status Among Louisiana High School Teens

	4-H Teens		Non 4-H Teens	
Age in Years	n	%	n	%
14-15	281	53.4	775	45.2
16-17	215	40.9	802	46.8
18-19	27	5.1	129	7.5
19 and Over	3	0.6	9	0.5
Total	526[a]	100.0	1715[b]	100.0

Note. $X^2_{(3)} = 12.182$, $p = .007$
[a]Four 4-H respondents did not provide useable data for this item.
[b]Eleven Non 4-H respondents did not provide useable data for this item.

variables were not independent. The nature of the association between the variables was such that a larger proportion of the 4-H group was in the 14-15 year age group while a higher proportion of the Non 4-H group was in the 16-17 year age group.

Gender of Louisiana 4-H and Non 4-H Teens

Respondents were asked to indicate their gender (See Table 18). Two hundred and seven of the 4-H teen respondents or 39.1% were male and 323 or 60.9% were female. Eight hundred and fifty-four of the Non 4-H respondents or 49.5% were male and 870 or 50.5% were female.

The second aspect of this objective was to compare the 4-H and Non 4-H groups of respondents on the characteristic being studied. The most appropriate method to accomplish this was determined to be the chi-square test of independence to determine

if the variables Gender and 4-H membership were independent. The computed chi-square value ($X^2_{(1)} = 17.868$, $p<.001$) was significant indicating the variables were not independent. The nature of the association between the variables was such that a larger

Table 18
Gender by 4-H Membership Status Among Louisiana High School Teens

	4-H Teens		Non 4-H Teens	
Sex	n	%	n	%
Male	207	39.1	854	49.5
Female	323	60.9	870	50.5
Total	530	100	1724[a]	100

Note. $X^2_{(1)} = 17.868$, $p = < .001$
[a]Two Non 4-H respondents did not provide useable data for this item.

proportion of the 4-H group was female while a higher proportion of the Non 4-H group was male.

Ethnic Group of Louisiana 4-H and Non 4-H Teens

Respondents were asked to indicate their ethnic group (See Table 19). Three hundred and forty-five of the 4-H teen respondents or 65.3% were white;157 or 29.7% were black; two or .4% were Hispanic; one or .2% was oriental; twenty-three or 4.4% were "other."

Among the Non 4-H teen respondents 1,162 (67.6%) were white; 495 or 28.8% were black; 19 or 1.1% were Hispanic; 3 or .2% were oriental; and 39 or 2.3% were "other".

The second aspect of this objective was to compare the 4-H and Non 4-H groups of respondents on the characteristic being studied. The most appropriate method to accomplish this was determined to be the chi-square test of independence to determine if the variables Ethnic Group and 4-H membership were independent. The computed

Table 19
Ethnic Group by 4-H Membership Status Among Louisiana High School Teens

	4-H Teens		Non 4-H Teens	
Ethnic Group	n	%	n	%
White	345	65.3	1162	67.6
Black	157	29.7	495	28.8
Other	23	4.4	39	2.3
Hispanic	2	.4	19	1.1
Oriental	1	.2	3	.2
Total	528[a]	100.0	1718[b]	100.0

Note. $X^2_{(4)} = 9.091$, p = .059
[a]Two 4-H respondents did not provide useable data for this item.
[b]Eight Non 4-H respondents did not provide useable data for this item.

chi square value ($X^2_{(4)} = 9.091$, p= .059) was found to be non significant indicating the variables were independent.

Occupation of Fathers of Louisiana 4-H and Non 4-H Teens

Respondents were asked to indicate the occupation of their fathers (see Table 20). One hundred and sixty of the 4-H teen respondents or 31.9% indicated "manufacturing/industry" as the occupation of their fathers;84 or 16.7% indicated "business owner/manager"; 51 or 10.2% indicated "service sector employee"; 13 or 2.6% indicated the "teaching profession"; seven or 1.4% indicated"homemaker; and 187 or 37.3% indicated "other."

Four hundred and sixty-five of the Non 4-H teen respondents or 28.8% indicated "manufacturing/industry" as the occupation of their fathers; two hundred and fifty-seven or 15.9% indicated "business owner/manager";one hundred and sixty-four or 10.2% indicated "service sector employee";forty or 2.5% indicated "homemaker; twenty-six or 1.6% indicated the "teaching profession"; and six hundred and sixty-two or 41% indicated "other."

In comparing the 4-H teens and Non 4-H teens the computed chi-square value ($X^2_{(5)} = 6.740$, p= .241) was found to be non significant indicating that membership in 4-H and occupation of father were independent.

Table 20
Occupation of Fathers by 4-H Membership Status Among Louisiana High School Teens

	4-H Teens		Non 4-H Teens	
Occupation	n	%	n	%
Other	187	37.3	662	41.0
Manufacturing/industry	160	31.9	465	28.8
Business Owner/Manager	84	16.7	257	15.9
Service Sector Employee	51	10.2	164	10.2
Teaching Profession	13	2.6	26	1.6
Homemaker	7	1.4	40	2.5
Total	502[a]	100.1[b]	1614[c]	100.0

Note. $X^2_{(5)} = 6.740$, p = .241
[a]28 4-H respondents did not provide useable data for this item.
[b]Percentages do not total 100 because of rounding errors.
[c]112 Non 4-H respondents did not provide useable data for this item.

Occupation of Mothers of Louisiana 4-H and Non 4-H Teens

Respondents were asked to indicate the occupation of their mothers (see Table 21). Ninety-five or 18.6% of the 4-H members responding to this question indicated the"teaching profession";89 or 17.4% of the respondents indicated"homemaker" as the occupation of their mothers; 85 or 16.6% indicated "service sector employee";66 or 12.9% indicated "business owner/manager";24 or 4.7% indicated "manufacturing/industry"; and 153 or 29.9% indicated "other."

Three hundred and sixty-four of the Non 4-H teen respondents or 22.4% indicated "homemaker" as the occupation of their mothers; 268 or 16.5% indicated "service sector employee";197 or 12.1% indicated "business owner/manager"; 136 or

8.4% indicated the"teaching profession"; 74 or 4.5% indicated manufacturing/industry"; and 588 or 36.1% indicated "other." Ninety-nine or 5.7% did not indicate an occupation.

In comparing the 4-H teens and Non 4-H teens, the computed chi- square value ($X^2_{(5)} = 46.682$, p = < .001) was found to be significant, indicating that membership in 4-H and occupation of mothers were not independent. The nature of the association was that a higher proportion of 4-H members had mothers whose occupations were in the teaching profession while a higher proportion of non members had mothers whose occupation was indicated as homemaker.

Table 21
Occupation of Mothers by 4-H Membership Status Among Louisiana High School Teens

	4-H Teens		Non 4-H Teens	
Occupation	n	%	n	%
Other	153	29.9	588	36.1
Teaching Profession	95	18.6	136	8.4
Homemaker	89	17.4	364	22.4
Service Sector Employee	85	16.6	268	16.5
Business Owner/Manager	66	12.9	197	12.1
Manufacturing/industry	24	4.7	74	4.5
Total	512[a]	100.1[b]	1627[c]	100.0

Note. $X^2_{(5)} = 46.682$, p = < .001
[a]18 4-H respondents did not provide useable data for this item.
[b]Percentages do not total 100 because of rounding errors.
[c]99 Non 4-H respondents did not provide useable data for this item.

Highest Level of Education of
Parents of Louisiana 4-H and Non 4-H Teens

Based on the parent with the highest level of education, respondents were asked to indicate their parents' highest level of education completed (see Table 22). The largest group of 4-H respondents was the one that indicated their parents' highest level

of education was high school graduate or equivalent. The largest group of Non 4-H teen respondents was also the one that indicated their parents' highest level of education was high school graduate or equivalent.

In comparing the 4-H teens and Non 4-H teens, the computed chi square ($X^2_{(5)}$ = 38.910, p< .001) was found to be significant, indicating that membership in 4-H and parents' highest level of education were not independent. The nature of the association was that a higher proportion of 4-H members had parents whose level of education was college graduates while a higher proportion of nonmembers had parents whose level of education was high school graduate or equivalent.

Table 22
Highest Level of Education Completed by Parents by 4-H Membership Status Among Louisiana High School Teens

	4-H Teens		Non 4-H Teens	
Level of Education	n	%	n	%
Less than high school	12	2.3	36	2.1
Some high school	47	9.0	199	11.8
High school graduate or equivalent	160	30.8	715	42.5
Voc/tech education or some college	107	20.6	312	18.5
College graduate	158	30.4	343	20.4
Graduate or professional school	36	6.9	78	4.6
Total	520[a]	100.0	1683[b]	99.9[c]

Note. $X^2_{(5)} = 38.910$, p = < .001
[a]10 4-H respondents did not provide useable data for this item.
[b]43 Non 4-H respondents did not provide useable data for this item.
[c]Percentages do not total 100 because of rounding errors.

Objective Four

Objective four was to describe and compare Louisiana teens, enrolled in public secondary schools of education, who were current members of the 4-H youth organization and who were not current members of the 4-H youth organization on the

nature and level of volunteer work completed during the previous 12 month period. Specific aspects of their volunteer work included: (a) type of organization (s) for which volunteer work was completed; (b) whether or not selected individuals influenced them to volunteer; (c) amount of time spent in volunteer activities during the previous 12 months; (d) longest period of time spent volunteering for a particular activity; (e) amount of support received for volunteer work completed during the previous 12 months; and (f) kind of recognition received for the volunteer work completed in the previous 12 months. The chi square procedure was used to compare the 4-H and Non 4-H groups.

Type of Organizations for Which Louisiana 4-H and Non 4-H Teens Volunteered

Respondents were asked to indicate (by marking1 for "yes" or 2 for "no" on the survey) if they performed volunteer work in certain areas in the previous twelve months (see Table 23). The areas of volunteer activity where the greatest number of 4-H teen respondents reported they did volunteer work were "informal or alone" (62.8%), "youth development" (61.1%), "religious organizations" (57.7%), "education" (48.1%), and "community foundations" (47.2%). The areas of volunteer activity where the greatest number of Non 4-H respondents reported they did volunteer work were "informal or alone" (50.1%) and "religious organizations" (45.2%).

Table 23
Type of Organizations for Which Louisiana 4-H and Non 4-H Teens Volunteered

	4-H Teens		Non 4-H Teens	
Area of Volunteer Activity	n	%	n	%
Informal/alone	333	62.8	865	50.1
Youth Development	32	61.1	396	22.9

(table con'd)

Religious Organizations	306	57.7	780	45.2
Education	255	48.1	561	32.5
Community Foundations	250	47.2	192	11.1
Health Organizations	202	38.1	403	23.3
Human Services	182	34.3	400	23.2
Environment	126	23.8	271	15.7
Arts, Culture, Humanities	116	21.9	287	16.6
Public/society benefit	109	20.6	182	10.5
International/foreign	65	12.3	144	8.3
Political Organizations	61	11.5	132	7.6
Work-related organizations	59	11.1	136	7.9
Other	53	10.0	116	6.7
Private Foundations	41	7.7	81	4.7

The second aspect of this objective was to compare the 4-H and the Non 4-H groups on the nature of their volunteer work. Computing individual comparisons for each of the 14 organizations by 4-H membership status individually would create an unacceptable inflation of the established alpha level due to the inflation of experiment-wise error that results when multiple comparisons are conducted with related measurements. Therefore, the comparison was made using the sub-scale score resulting from the factor analysis conducted in objective two. The aspect of the nature of volunteer work relating to the organizations for which respondents had done volunteer work was found to consist of one primary construct based on the factor analysis, and the sub-scale was consequently calculated as the sum of the total number of organizations for which they had done volunteer work. This was the variable on which the 4-H and Non 4-H groups were compared. The comparison was accomplished using the independent samples t-test procedure. The 4-H group was found to have a mean number of organizations for which they had volunteered of 4.56 (SD = 3.23), and the Non 4-H group had a mean number of organizations for which they had volunteered of 2.88 (SD

= 2.81). The statistical comparison (t_{2148} = 11.158, p<.001) indicated that the 4-H group had volunteered for a significantly greater number of organizations than had the Non 4-H group.

Whether or Not Selected Persons/Situations Influenced Louisiana 4-H and Non 4-H Teens to Volunteer

If they had volunteered in the previous 12 months, respondents were asked to indicate (by marking 1 for "yes" or 2 for "no" on the survey) who or what influenced them to volunteer (see Table 24). Four-H teen respondents indicated they were influenced as follows: (1) after a family member or relative asked them (62.5%); (2) without being asked (58.7%); (3) after a friend asked them (57.7%); and (4) through participation in an organization or group (54.2%). Non 4-H respondents indicated they were influenced as follows: (1) after a family member or relative asked them (52.8%); (2) after a friend asked them (47.6%); (3) without being asked (44.1%); and (4) after someone at church or synagogue asked them (40.0%).

Table 24
Whether or Not Selected Persons/Situations Influenced Louisiana High School Teens To Volunteer by 4-H Membership Status

	4-H Teens		Non 4-H Teens	
Person or Situation	n	%	n	%
Family member or relative	331	62.5	912	52.8
Without being asked	311	58.7	761	44.1
Friend	306	57.7	822	47.6
Organization or group	287	54.2	528	30.6
Someone at church or synagogue	273	51.5	690	40.0
Adult volunteer leader	266	50.2	572	33.1
Volunteer manager	219	41.3	218	12.6
Church/school requirement	154	29.1	374	21.7
Employer	136	25.7	349	20.2
Fellow employee	115	21.7	294	17.0
Advertisement	92	17.4	205	11.9
Other	25	4.7	74	4.3

The second aspect of this objective was to compare the 4-H and the Non 4-H Groups on the nature of their volunteer work. Computing individual comparisons for each of the 11 individuals/situations influencing 4-H members to volunteer individually would create an unacceptable inflation of the established alpha level due to the inflation of experiment-wise error that results when multiple comparisons are conducted with related measurements. Therefore, the comparison was made using the sub-scale scores resulting from the factor analysis conducted in Objective Two. The aspect of the nature of volunteer work relating to who or what influenced respondents to volunteer was found to consist of two primary constructs based on the factor analysis, Obligatory and Informal. These were the variables on which the 4-H and Non 4-H groups were compared. The comparisons were accomplished using the independent samples t-test procedure.

In relation to the Obligatory factor, the 4-H group was found to have a mean of 8.17 (SD = 8.97), and the Non 4-H group had a mean of 5.05 (SD = 7.57). The statistical comparison ($t_{2220)} = 7.880$, $p<.001$) was significant and indicated that the 4-H group was more influenced than the Non 4-H group by individuals/situations that represented obligatory situations influencing them to volunteer.

In relation to the Informal factor, the 4-H group was found to have a mean of 16.88 (SD = 10.50), and the Non 4-H group had a mean of 12.51 (SD = 10.70). The statistical comparison ($t_{872)} = 8.29$, $p< .001$) was significant and indicated that the 4-H group was more influenced than the Non 4-H group by individuals/situations that represented informal situations influencing them to volunteer.

Amount of Time Louisiana 4-H and Non 4-H Teens Spent in Volunteer Activities

If respondents volunteered in the previous 12 months, they were asked to indicate how much time they devoted to volunteer work. One hundred and thirty-eight of the 4-H teen respondents (30.3%) indicated they volunteered "1-2 hours a week"; one hundred and thirty-two or 29% indicated "4 or more hours a week"; ninety-six or 21.1% indicated "2-3 hours a week"; and eighty-nine or 19.6% indicated "less than 1 hour a week."

Three hundred and sixty-nine of the Non 4-H teen respondents or 29.4% indicated they volunteered "4 or more hours a week"; 328 or 26.1% indicated "1-2 hours a week"; 286 or 22.8% indicated "2-3 hours a week"; and 273 or 21.7% indicated "less than 1 hour a week."

In comparing 4-H teens and Non 4-H teens, the obtained chi square ($X^2_{(3)}$ = 3.359, p = .339) was not significant indicating that membership in 4-H and amount of time spent in volunteer activities during the previous 12 months were independent.

Longest Period of Time Louisiana 4-H and Non 4-H Teens Devoted to a Particular Volunteer Activity

If respondents volunteered in the previous 12 months, they were asked to indicate the longest period of time they volunteered for a particular activity (see Table 25). One hundred and eighty-four of the 4-H teen respondents or 40.6% indicated they volunteered for "less than one month";134 or 29.6% indicated "one to three months"; 56 or 12.4% indicated "four to six months";48 or 10.6% indicated "ten to twelve months"; and 31 or 6.8% indicated "seven to nine months."

Six hundred and nine of the Non 4-H teen respondents or 48.4% indicated they volunteered for "less than one month";343 or 27.3% indicated "one to three months"; 136 or 10.8% indicated "four to six months";110 or 8.7% indicated "ten to twelve months"; and 60 or 4.8% indicated "seven to nine months."

In comparing 4-H teens and Non 4-H teens, the obtained chi square ($X^2_{(4)}$ = 9.648, p = .047) was significant indicating that membership in 4-H and the longest time volunteered for a particular activity were not independent. The nature of the association was that the proportion of 4-H teens volunteering was higher than the proportion of Non 4-H teens for the1 to 3 months interval, the 4 to 6 months interval, the 7 to 9 months interval, and the 10 to 12 months interval. The proportion of Non 4-H members was higher for the less than one month interval.

Table 25
Longest Period of Time Louisiana High School Teens Volunteered for a Particular Activity by 4-H Membership Status

	4-H Teens		Non 4-H Teens	
Period of Time	n	%	n	%
Less than one month	184	40.6	609	48.4
1 - 3 months	134	29.6	343	27.3
4 - 6 months	56	12.4	136	10.8
7 - 9 months	31	6.8	60	4.8
10 - 12 months	48	10.6	11	8.7
Totals	453[a]	100.0	1258[b]	100.0

Note. $X^2_{(4)}$ = 9.648, p = .047
[a]77 4-H teens did not provide useable data for this item.
[b]468 Non 4-H teens did not provide useable data for this item.

Amount of Support Louisiana 4-H and Non 4-H Teens Received for Volunteer Work

If respondents volunteered in the previous 12 months, they were asked to indicate how much support (training, feedback) they received for the volunteer work

they performed (see Table 26). One hundred and ninety-two of the 4-H teen respondents or 41.9% indicated they received "adequate support" (received enough information and training to get the job done);165 or 36% indicated they received "little support" (given some information about the work); and 101 or 22.1% indicated they were given "no support."

Four hundred and eighty-nine of the Non 4-H teen respondents or 38.2% indicated they received "adequate support" (received enough information and training to get the job done); 428 or 33.5% indicated they received "little support" (given some information about the work); and 362 or 28.3% indicated they were given "no support."

In comparing 4-H teens and Non 4-H teens, the obtained chi square ($X^2_{(2)}$ = 6.763, p = .034) was significant indicating that membership in 4-H and amount of support received for completion of volunteer work were not independent. The nature of the association was that a higher proportion of 4-H members indicated that the support received for completion of volunteer work was adequate and a higher proportion of the Non 4-H teens indicated they received "no" support.

Table 26
Amount of Support Louisiana High School Teens Received for Volunteer Work by 4-H Membership Status

	4-H Teens		Non 4-H Teens	
Amount of Support	n	%	n	%
None	101	22.1	362	28.3
Little	165	36.0	428	33.5
Adequate	192	41.9	489	38.2
Totals	458[a]	100.0	1279[b]	100.0

Note. $X^2_{(2)} = 6.763$, p = .034
[a]72 4-H teens did not provide useable data for this item.
[b]447 Non 4-H teens did not provide useable data for this item.

Kind of Recognition Louisiana 4-H and
Non 4-H Teens Received for Volunteer Work

If respondents volunteered in the previous 12 months, they were asked to indicate the kind of recognition they received for the work (see Table 27). Two hundred and ten of the 4-H teen respondents or 48.2% indicated they received "praise" for the work they did; 109 or 25% indicated they received "no" recognition; 76 or 17.4% indicated they received a "certificate"; and 41 or 9.4% indicated they received "other" recognition.

Five hundred and twenty-two of the Non 4-H teen respondents or 42.6% indicated they received "praise" for the work they did;383 or 31.3% indicated they received "no" recognition; 182 or 14.9% indicated they received a "certificate"; and 137 or 11.2% indicated they received "other" recognition.

In comparing 4-H teens and Non 4-H teens, the obtained chi square ($X^2_{(3)}$ = 8.830, p = .032) was significant indicating that membership in 4-H and the kind of recognition received for volunteer work were not independent. The nature of the association was such that a higher proportion of 4-H members indicated receiving praise for volunteer work and a higher proportion of the Non 4-H members indicated receiving "no" praise.

Table 27
Kind of Recognition Louisiana High School Teens Received for Volunteer Work by 4-H Membership Status

	4-H Teens		Non 4-H Teens	
Kind of Recognition	n	%	n	%
None	109	25.0	383	31.3
Praise	210	48.2	522	42.6

(table con'd)

Certificate	76	17.4	182	14.9
Other	41	9.4	137	11.2
Totals	436[a]	100.0	122[b]	100.0

Note. $X^2_{(3)} = 8.830$, $p = .032$
[a]94 4-H teens did not provide useable data for this item.
[b]502 Non 4-H teens did not provide useable data for this item.

Objective Five

Objective five was to determine if a relationship existed between the nature and amount of volunteer work, i.e., type of organization for which volunteer work was completed during the previous twelve months (Number of Volunteer Organizations component score), whether or not selected individuals influenced teens to volunteer (Informal component score and Obligatory component score); amount of time spent in volunteer activities; longest period of time spent for a particular volunteer activity; amount of support received for completion of volunteer work; and kind of recognition received for the volunteer work) completed during the previous 12 months by teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization and the following selected demographic characteristics: (a) grade; (b) age at last birthday; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.

Kendall's correlation coefficient was calculated for Grade, Age at Last Birthday, and Parents' Highest Level of Education. The t-test for independent samples was calculated for Gender and for Ethnic Group. The one way ANOVA was calculated for Occupation of Father and Occupation of Mother. The chi square test was used to determine if relationships existed between the variables "amount of time spent in volunteer activities," "longest period of time spent for a particular volunteer activity,"

"amount of support received for completion of volunteer work," and "kind of recognition received for volunteer work" and each of the demographic variables. For interpretation of correlation coefficients, Davis's proposed set of descriptors was used (Davis, 1971). The coefficients and their descriptions are as follows:

Coefficient	Description
.70 or higher	very strong association
.50 to .69	substantial association
.30 to .49	moderate association
.10 to .29	low association
.01 to .09	negligible association

Number of Organizations Louisiana 4-H Teens Volunteered for by Grade, Age, and Parents' Highest Level of Education

One purpose within objective five was to determine if relationships existed between Grade, Age at last birthday, and Parents' Highest Level of Education and the nature of volunteer work. The nature of volunteer work was defined as the summary of the responses provided by respondents to the types of organizations for which they had done volunteer work (as described in objective two). Because significant relationships were being investigated between ordinal variables, the Kendall's correlation coefficient was calculated for Grade, Age at last birthday, and Parents' Highest Level of Education. No significant relationships were found between the component Number of Volunteer Organizations and Grade ($r = -.040$, $p = .382$), Age ($r = -.019$, $p = .680$), and Parents' Highest Level of Education ($r = .085$, $p = .065$).

Number of Organizations for Which Louisiana 4-H Teens Volunteered by Gender

Another purpose within objective five was to determine if a relationship existed between Gender of the respondents and the nature of volunteer work (being defined as it

was earlier). The t-test for independent samples was calculated for Gender because the researcher felt it offered a more interpretable outcome for examining associations between gender and the number of organizations volunteered for. When this analysis was conducted, the males were found to have volunteered for an average of 4.61 organizations (SD = 3.46) while females were found to have volunteered for an average of 4.53 (SD = 3.06). The results of the t-test indicated that this was not a statistically significant difference ($t_{(480)} = .265$, p=.791).

Number of Organizations for Which Louisiana 4-H Teens Volunteered by Ethnic Group

Another purpose within objective five was to determine if a relationship existed between the ethnic group of the respondents and the nature of volunteer work. Since the variable Ethnic Group was measured on a nominal scale, and computations of correlation coefficients would have been difficult to interpret without the presentation of contingency tables, the researcher determined the most appropriate method to accomplish this objective was to compare the measurement of the nature of volunteer work (as measured by the total number of organizations for which volunteer activity had been completed) by the categories of the variable Ethnic Group. Initially, the analysis plan was to use the one way ANOVA procedure, however, when data were examined, ethnic groups other than Black and White were determined to be present in inadequate numbers to permit the effective use of this procedure. Therefore, due to logical constraints of adequate sample sizes among these other ethnic groups, the researcher determined the most appropriate procedure to use was the independent samples t-test to statistically compare the Black and White groups. When this analysis was conducted, the Black group was found to have volunteered for an average of 5.03

organizations (SD = 3.34) while the white group was found to have volunteered for an average of 4.25 (SD = 3.04). The results of the t-test indicated that this was a statistically significant difference ($t_{(248.329)} = 2.376$, p=.018). Black respondents were found to have volunteered for a significantly greater number of organizations than white respondents.

Number of Organizations for Which Louisiana 4-H Teens Volunteered by Father's Occupation and by Mother's Occupation

A fourth purpose within objective five was to compare Number of Volunteer Organizations by Father's Occupation and by Mother's Occupation. The one way ANOVA procedure was used to make comparisons for the Number of Volunteer Organizations by Father's Occupation and Mother's Occupation. No significant differences were found for the component Number of Volunteer Organizations by Father's Occupation ($F_{(5, 451)} = 1.091$, p = .364) and by Mother's Occupation ($F_{(5, 459)} = 1.223$, p = .297).

Whether or Not Selected Persons/Situations Influenced Louisiana 4-H Teens to Volunteer by Grade and by Age

A fifth purpose within objective five was to determine if relationships existed between the Grade and the Age of respondents and Who or What Influenced them to volunteer. Because relationships were being investigated between ordinal variables, Kendall's correlation coefficients were calculated to measure the associations between the Informal and Obligatory scores and the demographic variables Grade level and Age. No significant relationships were found between the component Informal and either Grade (r = -.041, p = .353) or Age (r= -.020, p = .655). No significant relationships were

found between the component Obligatory and Grade (r= -.043, p = .326) or between the component Obligatory and Age (r= -.015, p = .738).

Whether or Not Selected Persons/Situations Influenced Louisiana 4-H Teens to Volunteer and Parents' Highest Level of Education

A sixth purpose within objective five was to determine if relationships existed between Parents' Highest Level of Education and Who or What Influenced respondents to volunteer. Because relationships were being investigated between ordinal variables, Kendall's correlation coefficient were calculated to measure the associations between the Informal and Obligatory scores and the demographic variable Parents' Highest Level of Education. A significant relationship was found between the component Informal and Parents' Highest Level of Education (r= .087, p = .049). The relationship was classified as a negligible positive association. The nature of the association was such that the number individuals/situations influencing teens to volunteer increased with parents' level of education. No significant relationship was found between the component Obligatory and Parents' Highest Level of Education (r= -.032, p = .470).

Whether or Not Selected Persons/Situations Influenced Louisiana 4-H Teens to Volunteer by Gender

As was done for Number of Volunteer Organizations, the t-test for independent samples was calculated for the components Informal and Obligatory by Gender. A significant difference was found for the component Informal by Gender. The nature of the difference was such that the mean for female respondents was greater than the mean for male respondents (see Table 28). No significant difference was found for the component, Obligatory by Gender.

Table 28
Comparison of Whether or Not Selected Persons/Situations Influenced Louisiana 4-H Teens to Volunteer (Component, Informal) by Gender

	Female		Male			
	Mean	SD	Mean	SD	t	p
Informal	17.817	10.188	15.443	10.823	-2.494	.013
Obligatory	7.855	8.617	8.673	9.500	1.013	.311

Whether or Not Selected Persons/Situations Influenced Louisiana 4-H Teens to Volunteer and Ethnic Group

As was done for Number of Volunteer Organizations, the t-test for independent samples was calculated for the components Informal and Obligatory by Ethnic Group. A significant difference was found for the component Obligatory by Ethnic Group. The nature of the difference was such that the mean for Black respondents was greater than the mean for White respondents (see Table 29). No significant difference was found for the component Informal by Ethnic Group.

Table 29
Comparison of Whether or Not Selected Persons/Situations Influenced Louisiana 4-H Teens to Volunteer by Ethnic Group

	Black		White			
	Mean	SD	Mean	SD	t	p
Obligatory	9.584	9.062	7.239	8.582	2.707	.007
Informal	17.974	9.94	16.324	10.623	1.669	.096

Whether or Not Selected Persons/Situations Influenced Louisiana 4-H Teens to Volunteer by Father's Occupation

Another purpose of objective five was determine if there were any differences in Who or What Influenced Louisiana 4-H teens to volunteer by Father's Occupation. Using the one way ANOVA, no significant differences were found for the component Informal by Father's Occupation ($F_{(5, 486)} = 1.273$, $p = .274$). Neither were significant

differences found for the component Obligatory by Father's Occupation ($F_{(5, 486)} =$ 2.005, p = .077).

Whether or Not Selected Persons/Situations Influenced Louisiana 4-H Teens to Volunteer by Mother's Occupation

To determine if there were any differences in Who or What Influenced Louisiana 4-H teens to volunteer by Mother's Occupation the one way ANOVA procedure was used. This procedure did reveal a significant difference for the component Obligatory by Mother's Occupation (see Table 30). Tukey's post hoc multiple comparison test revealed no significant differences between group means. The group with the greatest mean for this component was the one indicating "Business owner/manager." The nature of the difference was such that teens who were more influenced by obligatory persons/situations to volunteer had mother's employed as business owners/managers. No significant differences were found for the component Informal by Mother's Occupation ($F_{(5, 495)} = 1.889$, p = .095).

Table 30
Comparison of Who or What Influenced Louisiana 4-H Teens to Volunteer by Mother's Occupation (Obligatory Component)

Source	Sum of Squares	df	Mean Square	F	p
Between Groups	1098.697	5	219.739	2.830	.016
Within Groups	38435.483	495	77.647		
Total	39534.180	500			

Note. Group means were 10.125 for Business owner/manager; 9.470 for Service Sector employee; 9.448 for Homemaker; 7.364 for Manufacturing/industry; 7.200 for Teaching; and 6.400 for "Other."

Amount of Time Louisiana 4-H Teens
Devoted to Volunteer Work and Grade Level

Another purpose of objective five was to compare the relationship for amount of time Louisiana teens devoted to volunteer work and Grade level. The chi-square test of independence was used to determine if the variables "amount of time devoted to volunteer work" and Grade level were independent. Examination of the calculated statistic ($X^2_{(9)} = 8.912$, $p = .445$) revealed that the variables were independent.

Amount of Time Louisiana 4-H Teens
Devoted to Volunteer Work and Age

To determine if a relationship for amount time and Age existed, the chi-square test of independence was also used. The obtained chi- square value was not significant for "amount of time devoted to volunteer work" and Age ($X^2_{(9)} = 6.185$, $p=.721$) indicating that Age and the amount of time 4-H teens devoted to volunteer work were independent.

Amount of Time Louisiana 4-H Teens
Devoted to Volunteer Work and Gender

To determine if a relationship for amount time Louisiana 4-H Teens devoted to volunteer work and Gender existed, the chi-square test of independence was also used. The obtained chi square value was significant for "amount of time devoted to volunteer work" and Gender indicating that Gender and the amount of time 4-H teens devoted to volunteer work were not independent (see Table 31). The nature of the association was such that: (1) the proportion of females indicating 1 -2 hours of volunteer work per week was greater than the proportion of males indicating the same; and (2) the proportion of males indicating less than one hour and 4 or more hours per week was greater than the proportion of females indicating the same.

Table 31
Crosstabulation of the Amount of Time Per Week Louisiana 4-H Teens Devoted to Volunteer Work by Gender

Amount of Time	Gender			
	Male		Female	
	n	%	n	%
< 1 hr	4	24.1	48	16.8
1 - 2 Hours	39	22.9	99	34.7
2 - 3 Hours	38	22.4	58	20.4
4 or More Hours	52	30.6	80	28.1
Totals	170	100.0	285	100.0

Note. $X^2_{(3)}$=8.202, p=.042

Amount of Time Louisiana 4-H Teens Devoted to Volunteer Work and Ethnic Group

To determine if a relationship for amount time Louisiana 4-H Teens devoted to volunteer work and Ethnic Group existed, the chi-square test of independence was once again used. Since only one respondent was in each of the ethnic groups, Hispanic and oriental, these two categories were eliminated from this specific analysis. The obtained chi square value ($X^2_{(6)}$ = 4.052, p = .670) was not significant for "amount of time devoted to volunteer work" and Ethnic Group indicating that Ethnic Group and the amount of time 4-H teens devoted to volunteer work were independent.

Amount of Time Louisiana 4-H Teens Devoted to Volunteer Work and Father's Occupation

To determine if a relationship for amount time Louisiana 4-H Teens devoted to volunteer work and Father's Occupation existed, the chi-square test of independence was also used. The obtained chi square value ($X^2_{(15)}$ = 16.990, p = .319) was not significant for "amount of time devoted to volunteer work" and Father's Occupation indicating that Father's Occupation and the amount of time 4-H teens devoted to volunteer work were independent.

Amount of Time Louisiana 4-H Teens Devoted
To Volunteer Work and Mother's Occupation

To determine if a relationship for amount time Louisiana 4-H Teens devoted to volunteer work and Gender existed, the chi-square test of independence was used. The obtained chi square value was significant for "amount of time devoted to volunteer work" and Mother's Occupation indicating that Mother's Occupation and the amount of time 4-H teens devoted to volunteer work were not independent (see Table 32). The nature of the association was such that a higher proportion of teens whose mother's occupation was "Homemaker" and "Industry" reported less than 1 hour per week of volunteer time. Additionally, a higher proportion of teens who indicated that their mother's occupation was "Teaching" reported 1 to 2 hours per week of volunteer time, and a higher percentage of those whose mothers worked as a "Business Owner/Manager" reported 2 to 3 hours per week of volunteer time. Also, a smaller

Table 32
Crosstabulation of the Amount of Time Per Week Louisiana 4-H Teens Devoted to Volunteer Work by Mother's Occupation

	Occupation											
Amount of Time	Home Maker		Service Sector		Business Owner/ Manager		Teaching		Industry		Other	
	n	%	n	%	n	%	n	%	n	%	n	%
< 1 hr	20	25.3	15	19.7	7	11.9	10	12.5	6	30.0	27	21.3
1 - 2 hr	21	26.6	23	30.3	13	22.0	39	48.8	3	15.0	37	29.1
2 - 3 hr	15	19.0	13	17.1	18	30.5	19	23.8	5	25.0	22	17.3
4 or > hr	23	29.1	25	32.9	21	35.6	12	15.0	6	30.0	41	32.3
Totals	79	100.0	76	100.0	59	100.0	80	100.0	20	100.0	127	100.0

Note. $X^2_{(15)}$=30.256, p=.011

proportion of teens who indicated that their mothers worked in the "Teaching" field reported 4 or more hours per week of volunteer time.

Amount of Time Louisiana 4-H Teens Devoted to Volunteer Work and Parents' Highest Level of Education

To determine if a relationship for amount time Louisiana 4-H Teens devoted to volunteer work and Parents' Highest Level of Education existed, the chi-square test of independence was also used. The obtained chi square value was not significant for "amount of time devoted to volunteer work" and Parents' Highest Level of Education($X_{(15)} = 14.611$, $p = .480$) indicating that Parents' Highest Level of Education and the amount of time 4-H teens devoted to volunteer work were independent.

Longest Period of Time Louisiana 4-H Teens Spent for a Particular Volunteer Activity and Grade

Another purpose of objective five was to determine if a relationship for the longest period of time Louisiana 4-H Teens spent for a particular volunteer activity and Grade existed, and the chi-square test of independence was used in this determination. The obtained chi square value was significant for "longest period of time spent for a particular volunteer activity" and Grade indicating that Grade and the longest period of time 4-H teens devoted to a particular volunteer activity were not independent (see Table 33). The nature of the association was such that a greater proportion of 12th grade teens reported spending less than one month and 4 to 6 months for a particular volunteer activity. Additionally, a greater proportion of 11th grade teens reported spending 10 to 12 months for a particular volunteer activity. Also, a smaller proportion of 11th grade teens reported spending 7 to 9 months for a particular volunteer activity.

Table 33

Crosstabulation of the Longest Period of Time Louisiana 4-H Teens Devoted to a Particular Volunteer Activity by Grade

Period of Time	Grade							
	9th		10th		11th		12th	
	n	%	n	%	n	%	n	%
< 1 mo	63	42.9	58	42.6	38	40.4	23	31.5
1 - 3 mo	45	30.6	40	29.4	28	29.8	20	27.4
4 - 6 mo	16	10.9	11	8.1	11	11.7	18	24.7
7 - 9 mo	11	7.5	13	9.6	1	1.1	6	8.2
10 - 12 mo	12	8.2	14	10.3	16	17.0	6	8.2
Totals	147	100.1[a]	136	100.0	94	100.0	73	100.0

Note. $X^2_{(12)}$ =24.293, p=.019

[a]Percentages do not total 100 due to rounding error.

Longest Period of Time Louisiana 4-H Teens Spent for a Particular Volunteer Activity and Age

Another purpose of objective five was to determine if a relationship for the longest period of time Louisiana 4-H Teens spent for a particular volunteer activity and Age existed, and the chi-square test of independence was used in this determination. Since only one respondent was in the age category of 19+ years of age, this category was eliminated from this specific analysis. When the chi square was computed, it was non significant ($X^2_{(8)}$ = 13.858, p = .086), indicating that Age and the longest period of time 4-H teens devoted to a particular volunteer activity were independent.

Longest Period of Time Louisiana
4-H Teens Spent for a Particular
Volunteer Activity and Gender

Another purpose of objective five was to determine if a relationship for the longest period of time Louisiana 4-H Teens spent for a particular volunteer activity and Gender existed, and the chi-square test of independence was also used in this determination. The obtained chi square was not significant for "longest period of time spent for a particular volunteer activity" and Gender indicating that Gender and "longest period of time spent for a particular volunteer activity" were independent ($X^2_{(4)}$=2.245, p=.691).

Longest Period of Time Louisiana
4-H Teens Spent for a Particular
Volunteer Activity and Ethnic Group

Another purpose of objective five was to determine if a relationship for the longest period of time Louisiana 4-H Teens spent for a particular volunteer activity and Ethnic Group existed, and the chi-square test of independence was used in this determination. Since only one respondent was in the Ethnic Group categories of Hispanic and oriental, these categories were eliminated from this specific analysis. When the chi square was computed, it was non significant ($X^2_{(8)}$ = 12.604, p =.126), indicating that Ethnic Group and the longest period of time 4-H teens devoted to a particular volunteer activity were independent.

Longest Period of Time Louisiana
4-H Teens Spent for a Particular
Volunteer Activity and Father's Occupation

To determine if a relationship for the longest period of time Louisiana 4-H Teens spent for a particular volunteer activity and Father's Occupation existed, the

chi-square test of independence was used. The obtained chi square was not significant for "longest period of time spent for a particular volunteer activity" and Father's Occupation ($X^2_{(20)}$=30.490, p=.062) indicating that Father's Occupation and "longest period of time spent for a particular volunteer activity" were independent.

Longest Period of Time Louisiana 4-H Teens Spent for a Particular Volunteer Activity and Mother's Occupation

To determine if a relationship for the longest period of time Louisiana 4-H Teens spent for a particular volunteer activity and Mother's Occupation existed, the chi-square test of independence was also used. The obtained chi square was not significant for "longest period of time spent for a particular volunteer activity" and Mother's Occupation indicating that Mother's Occupation and "longest period of time spent for a particular volunteer activity" were independent ($X^2_{(20)}$=26.442, p=.152).

Longest Period of Time Louisiana 4-H Teens Spent for a Particular Volunteer Activity and Parents' Highest Level of Education

To determine if a relationship for the longest period of time Louisiana 4-H Teens spent for a particular volunteer activity and Parents' Highest Level of Education existed, the chi-square test of independence was again used. The obtained chi square value was not significant for "longest period of time spent for a particular volunteer activity" and Parents' Highest Level of Education indicating that Parents' Highest Level of Education and "longest period of time spent for a particular volunteer activity" were independent ($X^2_{(20)}$ = 20.325, p=.438).

Amount of Support Louisiana 4-H Teens Received for Volunteer Work and Grade

Another purpose of objective five was to determine if a relationship for the amount of support Louisiana 4-H Teens received for volunteer work and Grade existed, and the chi-square test of independence was used in this determination. The obtained chi square value was not significant for "amount of support received for volunteer work" and Grade($X^2_{(6)} = 6.421$, $p = .378$) indicating that Grade and "amount of support received for volunteer work" were independent.

Amount of Support Louisiana 4-H Teens Received for Volunteer Work and Age

To determine if a relationship for the amount of support Louisiana 4-H Teens received for volunteer work and Age existed, the chi-square test of independence was used. The obtained chi square value was not significant for "amount of support received for volunteer work" and Age ($X^2_{(6)} = 11.182$, $p = .083$) indicating that Age and amount of support received for volunteer work were independent.

Amount of Support Louisiana 4-H Teens Received for Volunteer Work and Gender

To determine if a relationship for the amount of support Louisiana 4-H Teens received for volunteer work and Gender existed, the chi-square test of independence was used. The obtained chi square value was not significant for "amount of support received for volunteer work" and Gender indicating that Gender and "amount of support received for volunteer work" were independent ($X^2_{(2)} = .417$, $p=.110$).

Amount of Support Louisiana 4-H Teens Received for Volunteer Work and Ethnic Group

To determine if a relationship for the amount of support Louisiana 4-H Teens received for volunteer work and Ethnic Group existed, the chi-square test of independence was used. The obtained chi square value was not significant for "amount of support received for volunteer work" and Ethnic Group indicating that Ethnic Group and amount of support received for volunteer work were independent ($X^2_{(8)} = 4.732$, p=.786).

Amount of Support Louisiana 4-H Teens Received for Volunteer Work and Father's Occupation

To determine if a relationship for the amount of support Louisiana 4-H Teens received for volunteer work and Father's Occupation existed, the chi-square test of independence was used. The obtained chi square value was not significant for "amount of support received for volunteer work" and Father's Occupation indicating that Father's Occupation and amount of support received for volunteer work were independent ($X^2_{(10)}$=6.907, p=.734).

Amount of Support Louisiana 4-H Teens Received for Volunteer Work and Mother's Occupation

To determine if a relationship for the amount of support Louisiana 4-H Teens received for volunteer work and Mother's Occupation existed, the chi-square test of independence was used. The obtained chi square value was not significant for "amount of support received for volunteer work" and Mother's Occupation indicating that Mother's Occupation and amount of support for volunteer work were independent ($X^2_{(10)} = 7.842$, p=.644).

Amount of Support Louisiana 4-H Teens Received for Volunteer Work and Parents' Highest Level of Education

To determine if a relationship for the amount of support Louisiana 4-H Teens received for volunteer work and Parents' Highest Level of Education existed, the chi-square test of independence was once again used. The obtained chi square value was significant for "amount of support received for volunteer work" and Parents' Highest Level of Education indicating Parents' Highest Level of Education and amount of support received for volunteer work were not independent (see Table 34).The nature of the association was such that: (1) the proportion of 4-H teens whose parents' highest level of education was less than high school indicating no support was greater than the proportion of other parents' educational level group indicating the same support; (2) the proportion of 4-H teens whose parents' highest level of education was "some high school" indicating "little" support was greater than the proportion of other parents' educational level groups indicating other levels of education indicating the same

Table 34
Crosstabulation of the Amount of Support Louisiana 4-H Teens Received for Volunteer Work by Parents' Highest Level Of Education

	Less Than		Some		H.S. Grad		Voc/tech or		Coll.		Grad./ Prof.	
Support	H.S.		H.S		Or Equiv.		Some Coll.		Grad		School	
	n	%	n	%	n	%	n	%	n	%	n	%
None	4	44.4	6	14.3	28	20.0	15	16.5	40	29.4	5	14.7
Little	4	44.4	24	57.1	57	40.7	30	33.0	33	24.3	14	41.2
Adequate	1	11.1	12	28.6	55	39.3	46	50.5	63	46.3	15	44.1
Totals	9	99.9[a]	42	100.0	140	100.0	91	100.0	136	100.0	34	100.0

Note. $X^2_{(10)} = 27.258$, p=.002
[a]Percentages do not total 100 due to rounding error.

support; and (3) the proportion of 4-H teens whose parents' highest level of education was "voc/tech or some college" indicating adequate support was greater than the proportion of other parents' educational level groups indicating other levels of education indicating the same support.

Kind of Recognition Louisiana 4-H Teens Received for Volunteer Work and Grade

Another purpose of objective five was to determine if a relationship for kind of recognition Louisiana 4-H Teens received for volunteer work and Grade existed, and the chi-square test of independence was used in this determination. The obtained chi square value was not significant for "kind of recognition received for volunteer work" and Grade indicating that Grade and kind of recognition received for volunteer work were independent ($X^2_{(9)} = 4.168$, p=.900).

Kind of Recognition Louisiana 4-H Teens Received for Volunteer Work and Age

To determine if a relationship for kind of recognition Louisiana 4-H Teens received for volunteer work and Age existed, the chi-square test of independence was used. The obtained chi square value was not significant for "kind of recognition received for volunteer work" and Age indicating that Age and kind of recognition received for volunteer work were independent ($X^2_{(9)} = 12.043$, p=.211).

Kind of Recognition Louisiana 4-H Teens Received for Volunteer Work and Gender

To determine if a relationship for kind of recognition Louisiana 4-H Teens received for volunteer work and Gender existed, the chi-square test of independence was also used. The obtained chi square value was not significant for "kind of

recognition received for volunteer work" and Gender indicating that Gender and kind of recognition received for volunteer work were independent ($X^2_{(3)} = 6.047$, p=.109).

Kind of Recognition Louisiana 4-H Teens Received for Volunteer Work and Ethnic Group

To determine if a relationship for kind of recognition Louisiana 4-H Teens received for volunteer work and Ethnic Group existed, the chi-square test of independence was once again used. Since only one respondent was in each of the ethnic groups, Hispanic and oriental, these groups were eliminated from this specific analysis. When the chi square was computed, it was found to be significant ($X^2_{(6)} = 19.020$, p =.004), indicating that Ethnic Group and kind of recognition received for volunteer work were not independent (see Table 35). The nature of the association was such that: (1) the proportion of black teens indicating "certificate" as recognition was greater than the proportion of white and other teens indicating the same; (2) the proportion of whites indicating "praise" as recognition was greater than the proportion of black and other

Table 35
Crosstabulation of the Kind of Recognition Received by Louisiana 4-H Teens for Volunteer Work by Ethnic Group

Recog-nition	Ethnic Group: Black		White		Other	
	n	%	n	%	n	%
None	28	21.7	74	26.2	6	28.6
Praise	52	40.3	147	52.1	10	47.6
Certificate	36	27.9	37	13.1	1	4.8
Other	13	10.1	24	8.5	4	19.0
Totals	129	100.0	282	99.9[a]	21	100.0

Note. $X^2_{(6)} = 19.020$, p =.004
[a]Percentages do not total 100 due to rounding error.

teens indicating the same; and (3) the proportion of other ethnic groups indicating "other" forms of recognition was greater than the proportion of black and white teens indicating the same.

Kind of Recognition Louisiana 4-H Teens Received for Volunteer Work and Father's Occupation

To determine if a relationship for kind of recognition Louisiana 4-H Teens received for volunteer work and Father's Occupation existed, the chi-square test of independence was used. The obtained chi square value was not significant for "kind of recognition received for volunteer work" and Father's Occupation indicating that Father's Occupation and kind of recognition received for volunteer work were independent ($X^2_{(15)} = 5.922$, p=.981).

Kind of Recognition Louisiana 4-H Teens Received for Volunteer Work and Mother's Occupation

To determine if a relationship for kind of recognition Louisiana 4-H Teens received for volunteer work and Mother's Occupation existed, the chi-square test of independence was used. The obtained chi square value was not significant for "kind of recognition received for volunteer work" and Mother's Occupation indicating that Mother's Occupation and kind of recognition received for volunteer work were independent ($X^2_{(15)} = 18.624$, p=.231).

Kind of Recognition Louisiana 4-H Teens Received for Volunteer Work and Parents' Highest Level of Education

To determine if a relationship for kind of recognition Louisiana 4-H Teens received for volunteer work and Parents' Highest Level of Education existed, the chi-square test of independence was once again used. The obtained chi square value was not

significant for "kind of recognition received for volunteer work" and Parents' Highest Level of Education indicating that Parent's Highest Level of Education and kind of recognition received for volunteer work were independent ($X^2_{(15)}$=21.740, p=.115).

Objective Six

Objective six was to determine if a relationship existed between the nature and amount of volunteer work, i.e., type of organization for which volunteer work was completed during the previous twelve months (Number of Volunteer Organizations component score), whether or not selected individuals influenced teens to volunteer (Informal component score and Obligatory component score); amount of time spent in volunteer activities; longest period of time spent for a particular volunteer activity; amount of support received for completion of volunteer work; and kind of recognition received for the volunteer work completed during the previous 12 months by teens enrolled in public secondary schools in Louisiana who were not current members of the 4-H youth organization and the following selected demographic characteristics: (a) grade; (b) age at last birthday; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.

Kendall's correlation coefficient was calculated for Grade, Age at Last Birthday, and Parents' Highest Level of Education. The t-test for independent samples was calculated for Gender. The t-test was also calculated for Ethnic Group. The one way ANOVA was calculated for Occupation of Father and Occupation of Mother. The chi square test was used to determine if relationships existed between the variables "amount of time spent in volunteer activities," "longest period of time spent for a particular volunteer activity," "amount of support received for completion of volunteer work," and

"kind of recognition received for volunteer work" and each of the demographic variables. For interpretation of correlation coefficients, Davis's proposed set of descriptors was used (Davis, 1971). The coefficients and their descriptions are as follows:

Coefficient	Description
.70 or higher	very strong association
.50 to .69	substantial association
.30 to .49	moderate association
.10 to .29	low association
.01 to .09	negligible association

Number of Organizations for Which Louisiana Non 4-H Teens Volunteered and Grade and Age

To determine if relationships existed between number of organizations Louisiana Non 4-H Teens volunteered for and Grade and Age, Kendall's correlation coefficients were calculated. No significant relationships were found between the component Number of Volunteer Organizations and Grade ($r = .006$, $p = .809$) and between Number of Volunteer Organizations and Age ($r = -.023$, $p = .355$).

Number of Organizations for Which Louisiana Non 4-H Teens Volunteered by Gender

One of the purposes of objective six was to determine if there were any differences in the number of organizations for which Louisiana Non 4-H Teens volunteered by Gender. The t-test for independent samples was calculated for Gender because the researcher felt it offered a more interpretable outcome for examining associations between gender and number of organizations volunteered for. When this

analysis was conducted, male respondents were found to have volunteered for an average of 2.84 organizations (SD = 2.98) while female respondents were found to have volunteered for an average of 2.93 (SD = 2.64). The results of the t-test indicated that this was not a statistically significant difference ($t_{(1664)} = -.676$, $p=.499$).

Number of Organizations Louisiana Non 4-H Teens Volunteered for and Parents' Highest Level of Education

To determine if a relationship existed between number of organizations Louisiana Non 4-H Teens volunteered for and Parents' Highest Level of Education, Kendall's correlation coefficients were calculated. A significant relationship was found between the number of organizations teens volunteered for and parents' highest level of education. The relationship was classified as a low positive association ($r=.135$, $p<.001$). The nature of the association was such that the number of organizations teens volunteered for increased with parents' level of education.

Number of Organizations for Which Louisiana Non 4-H Teens Volunteered and Ethnic Group

Another purpose within objective six was to determine if a relationship existed between the ethnic group of the respondents and the nature of volunteer work. The nature of volunteer work was defined as the summary of the responses provided by respondents to the types of organizations for which they had done volunteer work (as described in objective two). Since the variable Ethnic Group was measured on a nominal scale, and computations of correlation coefficients would have been difficult to interpret without the presentation of continency tables, the researcher determined the most appropriate method to accomplish this objective was to compare the measurement of the nature of volunteer work (as measured by the total number of organizations for

which volunteer activity had been completed) by the categories of the variable Ethnic Group. Initially, the analysis plan was to use the one way ANOVA procedure, however, when data were examined, ethnic groups other than Black and White were determined to be present in inadequate numbers to permit the effective use of this procedure. Therefore, due to logical constraints of adequate sample sizes among these other ethnic groups, the researcher determined the most appropriate procedure to use was the independent samples t-test to statistically compare the Black and White groups. When this analysis was conducted, the Black group was found to have volunteered for an average of 3.41 organizations (SD = 3.15) while the white group was found to have volunteered for an average of 2.67 (SD = 2.63).The results of the t-test indicated that this was a statistically significant difference ($t_{(1597)} = 4.867$, $p<.001$). Black respondents were found to have volunteered for a significantly greater average number of organizations than white respondents.

Number of Organizations for Which Louisiana Non 4-H Teens Volunteered by Father's Occupation

To determine if differences existed in the number of organizations Louisiana Non 4-H Teens volunteered for by Father's Occupation, the one way ANOVA procedure was used. One-way ANOVA revealed significant differences in the number of volunteer organizations by Father's Occupation (see Table 36). Tukey post hoc analysis tests revealed differences between the means of the groups of respondents indicating "homemaker" and "other" and between the means of the groups of respondents indicating "manufacturing/industry" and "other." The group with the greatest mean was the group indicating father's occupation as "homemaker."

Table 36
Comparison of the Number of Volunteer Organizations Louisiana Non 4-H Teens Volunteered for by Father's Occupation

Source	Sum of Squares	D.F.	Mean Square	F	F Prob.
Between Groups	172.081	5	34.416	4.351	.001
Within Groups	12315.076	1557	7.909		
Total	12487.157	1562			

Note. Group means: 4.075 for Homemaker; 3.180 for Manufacturing/industry; 3.060 for Business owner/manager; 2.915 for Service Sector employee; 2.760 for Teaching; 2.560 for Other.

Number of Organizations for Which Louisiana Non 4-H Teens Volunteered by Mother's Occupation

To determine if differences existed in the number of organizations Louisiana Non 4-H Teens volunteered for by Mother's Occupation, the one way ANOVA procedure was also used. One-way ANOVA revealed a significant relationship between the number of volunteer organizations and Mother's Occupation (see Table 37).

Table 37
Comparison of the Number of Volunteer Organizations Louisiana Non 4-H Teens Volunteered for by Mother's Occupation

Source	Sum of Squares	D.F.	Mean Square	F	F Prob.
Between Groups	111.784	5	22.357	2.857	.014
Within Groups	12255.958	1566	7.826		
Total	12367.742	1571			

(table con'd)

Note. Group means: 3.374 for Business owner/manager; 3.200 for Teaching; 2.960 for Service Sector employee; 2.823 for Other; 2.690 for Manufacturing/industry; 2.514 for Homemaker.

Tukey post hoc analysis tests revealed differences between the means of the groups of respondents indicating "Homemaker" and "Business owner/manager." The group of respondents with the greatest means was the group indicating mother's occupation as "Business owner/manager."

Whether or Not Selected Persons/Situations Influenced Louisiana Non 4-H Teens to Volunteer and Grade and Age

To determine if relationships existed between who or what influenced Louisiana Non 4-H Teens to volunteer and Grade and Age, Kendall's correlation coefficients were calculated. Because relationships were being investigated between ordinal variables, Kendall's correlation coefficients were calculated to measure the association between the Informal and Obligatory scores and the demographic variables Grade level and Age. No significant relationships were found between the components for who or what influenced teens to volunteer, Obligatory and Informal and each of the variables Grade level ($r = .022$, $p = .362$) and ($r = -.015$, $p = .538$), respectively, and Age ($r = .021$, $p = .384$) and ($r = -.040$, $p = .097$), respectively.

Whether or Not Selected Persons/Situations Influenced Louisiana Non 4-H Teens to Volunteer and Parents' Highest Level of Education

To determine if relationships existed between who or what influenced Louisiana Non 4-H Teens to volunteer and Parents' Highest Level of Education, Kendall's correlation coefficients were also used. No significant relationship was found between the component for who or what influenced teens to volunteer, Obligatory, and the

demographic variable Parents' Highest Level of Education (r= .046, p = .060), however, a positive negligible association was found between the component, Informal, and Parents' Highest Level of Education (r=.100, p<.001). The nature of the association was such that the number of individuals or situations with "informal" influence on a teen's decision to volunteer increases with the level of parents' education.

Whether or Not Selected Persons/Situations Influenced Louisiana Non 4-H Teens to Volunteer by Gender

Another purpose of objective six was to compare differences in who or what influenced Louisiana Non 4-H teens to volunteer by Gender. For this analysis, the t-test for independent samples procedure was used. For the component, Obligatory, under who or what influenced teens to volunteer, males were found to have an average Obligatory score of 5.51 (SD=8.05) while females were found to have an average Obligatory score of 4.60 (SD=7.05). The results of the t-test indicated that this was a statistically significant difference ($t_{(1699)}$=2.488, p=.013). When comparing differences in Gender for the component, Informal (also using the t-test), females were found to have an average Informal score of 13.49 (SD=10.63) while males were found to have an average Informal score of 11.54 (SD=10.68). The results of the t-test indicated that this was a statistically significant difference ($t_{(1695.658)}$= -3.758, p<.001).

Whether or Not Selected Persons/Situations Influenced Louisiana Non 4-H Teens to Volunteer and Ethnic Group

Another purpose within objective six was to determine if a relationship existed between the ethnic group of the respondent and the nature of volunteer work. The nature of volunteer work was defined, in part, as the summary of the responses provided by

respondents to the individuals or situations which influenced them to volunteer (as described in objective two). Since the variable Ethnic Group was measured on a nominal scale, and computations of correlation coefficients would have been difficult to interpret without the presentation of continency tables, the researcher determined the most appropriate method to accomplish this objective was to compare the measurement of the nature of volunteer work (as measured by the Informal and Obligatory component scores) by the categories of the variable Ethnic Group. Initially, the analysis plan was to use the one way ANOVA procedure, however, when data were examined, ethnic groups other than Black and White were determined to be present in inadequate numbers to permit the effective use of this procedure. Therefore, due to logical constraints of adequate sample sizes among these other ethnic groups, the researcher determined the most appropriate procedure to use was the independent samples t-test to statistically compare the Black and White groups. When this analysis was conducted for the Obligatory component of "who or what influenced teens to volunteer," the Black group was found to have an average Obligatory score of 6.30 (SD = 8.37) while the white group was found to have an average Obligatory score of 4.55 (SD = 7.19). The results of the t-test indicated that this was a statistically significant difference ($t_{(1632)} = 4.252$, $p<.001$). Black respondents were found to have been more influenced by "obligatory" individuals or situations than white respondents. When this analysis was conducted for the Informal component of "who or what influenced teens to volunteer," the Black group was found to have an average Informal score of 13.47 (SD =10.77) while the white group was found to have an average Informal score of 12.15 (SD = 10.64). The results of the t-test indicated that this was a statistically significant

difference ($t_{(878.547)} = 2.254$, $p<.024$). Black respondents were found to have been more influenced by "informal" individuals or situations than white respondents.

Whether or Not Selected Persons/Situations Influenced Louisiana Non 4-H Teens to Volunteer by Father's Occupation

To determine if differences existed in who or what influenced Louisiana Non 4-H Teens to volunteer by Father's Occupation, the one-way ANOVA procedure was used. One-way ANOVA revealed significant differences in the component, Obligatory, under who or what influenced teens to volunteer by Father's Occupation (see Table 38).

Table 38
Comparison of Who or What Influenced Louisiana Non 4-H Teens to Volunteer (Underlying factor, Obligatory) by Father's Occupation

Source	Sum of Squares	D.F.	Mean Square	F	F Prob.
Between Groups	1226.625	5	245.325	4.289	.001
Within Groups	90722.960	1586	57.202		
Total	91949.58	1591			

Note. Group means: 6.000 for Homemaker; 5.906 for Business owner/manager; 5.791 for Manufacturing/industry; 5.544 for Service Sector employee; 4.615 for Teaching; 4.009 for Other.

Tukey post hoc analysis tests revealed differences between the means of the groups of respondents indicating "Business owner/manager" and "other" and the means of the groups of respondents indicating "manufacturing/industry" and "other." The group of respondents with the great mean was the group indicating "homemaker." One-way ANOVA also revealed significant differences in the component, Informal, under whether or not selected persons/situations influenced teens to volunteer by Father's

Occupation (see Table 39). Tukey post hoc analysis tests revealed differences between the means of the groups of respondents indicating "Business owner/manager" and "other" and the means of the groups of respondents indicating "manufacturing/industry" and "other." The group of respondents with the greatest mean was the group indicating "homemaker."

Table 39
Comparison of Who or What Influenced Louisiana Non 4-H Teens to Volunteer (Underlying Factor, Informal) by Father's Occupation

Source	Sum of Squares	D.F.	Mean Square	F	F Prob.
Between Groups	2769.733	5	553.947	4.904	<.001
Within Groups	179021.15	1585	112.947		
Total	181790.89	1590			

Note. Group means: 15.00 for Homemaker; 13.580 for Business owner/manager; 13.493 for Manufacturing/industry; 13.333 for Service Sector employee; 11.063 for Other; 9.039 for Teaching.

Whether or Not Selected Persons/Situations Influenced Louisiana Non 4-H Teens to Volunteer by Mother's Occupation

To determine if differences existed in who or what influenced Louisiana Non 4-H Teens to volunteer by Mother's Occupation, the one-way ANOVA procedure was also used. One-way ANOVA revealed no significant differences in the components, Obligatory ($F_{(5, 1599)} = .549$, $p = .739$) and Informal ($F_{(5, 1597)} = 1.134$, $p = .340$), under who or what influenced teens to volunteer by Mother's Occupation.

Amount of Time Louisiana Non 4-H Teens Devoted to Volunteer Work and Grade

Another purpose of objective six was to determine if a relationship for the amount of time Louisiana Non 4-H Teens devoted to volunteer work and Grade existed, and the chi-square test of independence was used in this determination. The obtained chi square was significant for "amount of time devoted to volunteer work" and Grade indicating that Grade and amount of time devoted to volunteer work were not independent (see Table 40). The nature of the association was such that (1) the proportion of 9th grade teens indicating volunteer work 4 or more hours per week was greater than the proportion of teens in other grade levels indicating the same; (2) the proportion of 10th grade teens indicating volunteer work less than one hour per week was greater than the proportion of teens in other grade levels indicating the same; (3) the proportion of 11th grade teens indicating volunteer work one to two hours per week was greater than the proportion of teens in other grade levels indicating the same; and (4) the proportion of 12th grade teens indicating volunteer work two to three hours per week was greater than the proportion of teens in other grade levels indicating the same.

Table 40
Crosstabulation of the Amount of Time Louisiana Non 4-H Teens Devoted to Volunteer Work by Grade

	Grade							
Amount of Time	9th		10th		11th		12th	
	n	%	n	%	n	%	n	%
< 1 hr per week	76	21.9	92	25.4	55	21.4	46	16.7
1- 2 hrs per week	78	22.5	101	27.9	76	29.6	66	24.0
2- 3 hrs per week	82	23.6	64	17.7	55	21.4	83	30.2
4 or > hrs per week	111	32.0	105	29.0	71	27.6	80	29.1
Totals	347	100.0	362	100.0	257	100.0	275	100.0

Note. $X^2_{(9)} = 21.403$, p=.011

Amount of Time Louisiana Non 4-H Teens
Devoted to Volunteer Work and Age

To determine if a relationship existed between the amount of time Louisiana Non 4-H teens devoted to volunteer work and Age, the chi-square procedure was used. The obtained chi square value was not significant for "amount of time devoted to volunteer work"and Age ($X^2_{(9)} = 5.756$, $p = .764$) indicating that Age and amount of time devoted to volunteer work were independent.

Amount of Time Louisiana Non 4-H Teens
Devoted to Volunteer Work
and Gender

To determine if a relationship existed between the amount of time Louisiana Non 4-H teens devoted to volunteer work and Gender, the chi-square procedure was used. The obtained chi-square value was significant for "amount of time devoted to volunteer work" and Gender indicating that Gender and amount of time devoted to volunteer work were not independent (see Table 41).

Table 41
Crosstabulation of the Amount of Time Louisiana Non 4-H Teens Devoted to Volunteer Work by Gender

	Gender			
Amount of Time	Male		Female	
	n	%	n	%
1 hour per week 168	27.5	105	16.3	
1 - 2 hours per week	150	24.5	178	27.6
2 - 3 hours per week	116	19.0	170	26.4
4 or > hours per week	178	29.1	191	29.7
Totals	612	100.1[a]	644	100.0

Note. $X^2_{(3)} = 26.785$, $p<.001$
[a]Percentages do not total 100 due to rounding error.

The nature of the association was such that (1) the proportions of female teens indicating one to two, two to three, and four or more hours of volunteer work per week

were greater than the proportions of male teens indicating the same; and (2) the proportion of male teens indicating less than one hour of volunteer work per week was greater than the proportion of female teens indicating the same.

Amount of Time Louisiana Non 4-H Teens
Devoted to Volunteer Work and Ethnic Group

To determine if a relationship existed between the amount of time Louisiana Non 4-H teens devoted to volunteer work and Ethnic Group, the chi-square procedure was also used. The obtained chi square value was not significant for "amount of time devoted to volunteer work" and Ethnic Group indicating that Ethnic Group and amount of time devoted to volunteer work were independent ($X^2_{(12)} = 14.264$, $p = .284$).

Amount of Time Louisiana
Non 4-H Teens Devoted to Volunteer
Work and Father's Occupation

To determine if a relationship existed between the amount of time Louisiana Non 4-H teens devoted to volunteer work and Father's Occupation, the chi-square procedure was used. The obtained chi square was value not significant for "amount of time devoted to volunteer work" and Father's Occupation indicating that Father's Occupation and amount of time devoted to volunteer work were independent ($X^2_{(15)} = 12.377$, $p = .650$).

Amount of Time Louisiana
Non 4-H Teens Devoted to Volunteer
Work and Mother's Occupation

To determine if a relationship existed between the amount of time Louisiana Non 4-H teens devoted to volunteer work and Mother's Occupation, the chi-square procedure was used. The obtained chi square value was not significant for "amount of

time devoted to volunteer work" and Mother's Occupation indicating that Mother's Occupation and amount of time devoted to volunteer work were independent ($X^2_{(15)}$ = 17.976, p = .264).

Amount of Time Louisiana Non 4-H Teens Devoted to Volunteer Work and Parents' Highest Level of Education

To determine if a relationship existed between the amount of time Louisiana Non 4-H teens devoted to volunteer work and Parents' Highest Level of Education, the chi-square procedure was once again used. The obtained chi square value was not significant for "amount of time devoted to volunteer work" and Parents' Highest Level of Education indicating that Parents' Highest Level of Education and amount of time devoted to volunteer work were independent ($X^2_{(15)}$ = 14.430, p = .493).

Longest Period of Time Louisiana Non 4-H Teens Devoted to a Particular Volunteer Activity and Grade

Another purpose of objective six was to determine if a relationship for the longest period of time Louisiana Non 4-H Teens devoted to a particular volunteer activity and Grade existed, and the chi-square test of independence was used in this determination. The obtained chi square value was not significant for "longest period of time devoted to a particular volunteer activity" and Grade indicating that Grade and longest period of time devoted to a particular volunteer activity were independent ($X^2_{(12)}$ = 12.399, p = .414).

Longest Period of Time Louisiana Non 4-H Teens Devoted to a Particular Volunteer Activity and Age

To determine if a relationship existed between the longest period of time Louisiana Non 4-H teens devoted to a particular volunteer activity and Age, the chi-square procedure was also used. The obtained chi square value was not significant for "longest period of time devoted to a particular volunteer activity" and Age indicating that Age and longest period of time devoted to a particular volunteer activity were independent ($X^2_{(12)} = 10.144$, $p = .630$).

Longest Period of Time Louisiana Non 4-H Teens Devoted to a Particular Volunteer Activity and Gender

To determine if a relationship existed between the longest period of time Louisiana Non 4-H teens devoted to a particular volunteer activity and Gender, the chi-square procedure was once again used. The obtained chi square value was significant for "longest period of time devoted to a particular volunteer activity" and Gender indicating that Gender and longest period of time devoted to a particular volunteer activity were not independent (see Table 42). The nature of the association was such that (1) the proportion of male teens indicating less than one month, seven to nine months, and 10 to 12 months of volunteer work for a particular activity was greater than the proportion of female teens indicating the same; and (2) the proportion of females indicating one to three and four to six months of volunteer work for a particular activity was greater than the proportion of male teens indicating the same.

Table 42

Crosstabulation of the Longest Period of Time Louisiana Non 4-H Teens Devoted to a Particular Volunteer Activity by Gender

	Gender			
Period of Time	Male		Female	
	n	%	n	%
Less than one month	322	52.4	287	44.6
1 to 3 months	138	22.4	205	31.9
4 to 6 months	61	9.9	75	11.7
7 to 9 months	35	5.7	25	3.9
10 to 12 months	59	9.6	51	7.9
Totals	615	100.0	643	100.0

Note. $X^2_{(4)} = 18.174$, p=.001

Longest Period of Time Louisiana Non 4-H Teens Devoted to a Particular Volunteer Activity and Ethnic Group

To determine if a relationship existed between the longest period of time Louisiana Non 4-H teens devoted to a particular volunteer activity and Ethnic Group, the chi-square procedure was also used. Since only three respondents were in the oriental ethnic group, this category was eliminated from this specific analysis. When the chi square was computed, it was found to be significant, indicating that Ethnic Group and longest period of time devoted to a particular volunteer activity were not independent (see Table 43). The nature of the association was such that: (1) the proportion of black teens indicating seven to nine months of time devoted to a particular volunteer activity was greater than the proportion of teens of other ethnic groups indicating the same; (2) the proportions of Hispanic teens indicating less than one month and one to three months of time devoted to a particular volunteer activity were greater than the proportions of teens of other ethnic groups indicating the same; and (3) the proportion of teens from "other" ethnic groups indicating 10 to 12 months of time

devoted to a particular volunteer activity was greater than the proportion of black, Hispanic, white, and other ethnic group teens indicating the same.

Table 43
Crosstabulation of the Longest Period of Time Louisiana Non 4-H Teens Devoted to a Particular Volunteer Activity by Ethnic Group

Period of Time	Ethnic Group: Black		Hispanic		White		Other	
	n	%	n	%	n	%	n	%
< 1 mo	136	36.9	8	61.5	447	53.3	15	50.0
1 - 3 mo	113	30.6	4	30.8	217	25.9	8	26.7
4 - 6 mo	58	15.7	1	7.7	74	8.8	1	3.3
7 - 9 mo	25	6.8	0	0.0	32	3.8	2	6.7
10 - 12 mo	37	10.0	0	0.0	69	8.2	4	13.3
Totals	369	100.0	13	100.0	839	100.0	30	100.0

Note. $X^2_{(12)} = 38.421$, $p<.001$

Longest Period of Time Louisiana Non 4-H Teens Devoted to a Particular Volunteer Activity and Father's Occupation

To determine if a relationship existed between the longest period of time Louisiana Non 4-H teens devoted to a particular volunteer activity and Father's Occupation, the chi-square procedure was also used. The obtained chi square value was not significant for "longest period of time devoted to a particular volunteer activity" and Father's Occupation indicating that Father's Occupation and longest period of time devoted to a particular volunteer activity were independent ($X^2_{(20)} = 18.942$, $p = .526$).

Longest Period of Time Louisiana
Non 4-H Teens Devoted to a Particular
Volunteer Activity and Mother's Occupation

To determine if a relationship existed between the longest period of time Louisiana Non 4-H teens devoted to a particular volunteer activity and Mother's Occupation, the chi-square procedure was again used. The obtained chi square value was not significant for "longest period of time devoted to a particular volunteer activity" and Mother's Occupation indicating that Mother's Occupation and longest period of time devoted to a particular volunteer activity were independent ($X^2_{(20)} = 23.769$, $p = .253$).

Longest Period of Time Louisiana
Non 4-H Teens Devoted to a Particular
Volunteer Activity and Parents'
Highest Level of Education

To determine if a relationship existed between the longest period of time Louisiana Non 4-H teens devoted to a particular volunteer activity and Parents' Highest Level of Education, the chi-square procedure was also used. The obtained chi square value was not significant for "longest period of time devoted to a particular volunteer activity" and Parents' Highest Level of Education indicating that Parents' Highest Level of Education and longest period of time devoted to a particular volunteer activity were independent ($X^2_{(20)} = 9.017$, $p = .983$).

Amount of Support Louisiana Non
4-H Teens Received for Volunteer
Work and Grade

Another purpose of objective six was to determine if a relationship between the amount of support Louisiana Non 4-H Teens received for volunteer work and Grade existed, and the chi-square test of independence was used in this determination. The

obtained chi square value was significant for "amount of support received for volunteer work" and Grade indicating that Grade and amount of support received for volunteer work were not independent (see Table 44). The nature of the association was such that: (1) the proportion of 10th grade teens indicating no support for volunteer work was greater than the proportion of teens in other grade levels indicating the same; (2) the proportion of 9th grade teens indicating little support for volunteer work was greater than the proportion of teens in the 10th and 12th grade levels indicating the same; and (3)the proportion of 12th grade teens indicating adequate support for volunteer work was greater than the proportion of teens in other grade levels indicating the same.

Table 44
Crosstabulation of the Amount of Support Louisiana Non 4-H Teens Received for Volunteer Work by Grade

Amount of Support	Grade							
	9th		10th		11th		12th	
	n	%	n	%	n	%	n	%
None	95	27.2	127	34.3	61	23.5	72	25.5
Little	129	37.0	110	29.7	94	36.2	87	30.9
Adequate	125	35.8	133	35.9	105	40.4	123	43.6
Totals	349	100.0	370	99.9[a]	260	100.1[a]	282	100.0

Note. $X^2_{(6)} = 15.233$, p=.019
[a]Percentages do not total 100 due to rounding error.

Amount of Support Louisiana Non 4-H Teens Received for Volunteer Work and Age

To determine if a relationship between the amount of support Louisiana Non 4-H Teens received for volunteer work and Age existed, the chi-square test of independence was used. The obtained chi square value was not significant for "amount of support received for volunteer work" and Age indicating that Age and amount of support received for volunteer work were independent ($X^2_{(6)} = 7.689$, p = .262).

Amount of Support Louisiana Non 4-H Teens Received for Volunteer Work and Gender

To determine if a relationship between the amount of support Louisiana Non 4-H Teens received for volunteer work and Gender existed, the chi-square test of independence was also used. The obtained chi square value was significant for "amount of support received for volunteer work" and Gender indicating that Gender and amount of support received for volunteer work were not independent (see Table 45). The nature of the association was such that: (1) the proportion of male teens indicating no support for volunteer work was greater than the proportion of female teens indicating the same; and (2) the proportion of female teens indicating little and adequate support for volunteer work was greater than the proportion of male teens indicating the same.

Table 45
Crosstabulation of the Amount of Support Louisiana Non 4-H Teens Received for Volunteer Work by Gender

	Gender			
Amount of Support	Male		Female	
	n	%	n	%
None	215	34.1	147	22.7
Little	205	32.5	223	34.4
Adequate	211	33.4	278	42.9
Totals	631	100.0	648	100.0

Note. $X^2_{(2)} = 22.488$, $p<.001$

Amount of Support Louisiana Non 4-H Teens Received for Volunteer Work and Ethnic Group

To determine if a relationship between the amount of support Louisiana Non 4-H Teens received for volunteer work and Ethnic Group existed, the chi-square test of independence was again used. The obtained chi square value was not significant for

"amount of support received for volunteer work" and Ethnic Group indicating that Ethnic Group and amount of support received for volunteer work were independent ($X^2_{(8)} = 6.426$, $p = .600$).

Amount of Support Louisiana Non 4-H Teens Received for Volunteer Work and Father's Occupation

To determine if a relationship between the amount of support Louisiana Non 4-H Teens received for volunteer work and Father's Occupation existed, the chi-square test of independence was once again used. The obtained chi square value was not significant for "amount of support received for volunteer work" and Father's Occupation indicating that Father's Occupation and amount of support received for volunteer work were independent ($X^2_{(10)} = 7.221$, $p = .704$).

Amount of Support Louisiana Non 4-H Teens Received for Volunteer Work and Mother's Occupation

To determine if a relationship between the amount of support Louisiana Non 4-H Teens received for volunteer work and Mother's Occupation existed, the chi-square test of independence was used. The obtained chi square value was not significant for "amount of support received for volunteer work" and Mother's Occupation indicating that Mother's Occupation and amount of support received for volunteer work were independent ($X^2_{(10)} = 6.820$, $p = .742$).

Amount of Support Louisiana Non 4-H Teens Received for Volunteer Work and Parents' Highest Level of Education

To determine if a relationship between the amount of support Louisiana Non 4-H Teens received for volunteer work and Parents' Highest Level of Education existed, the chi-square test of independence was used. The obtained chi square value was not significant for "amount of support received for volunteer work" and Parents' Highest Level of Education indicating that Parents' Highest Level of Education and amount of support received for volunteer work were independent ($X^2_{(10)} = 13.418$, $p = .201$).

Kind of Recognition Louisiana Non 4-H Teens Received for Volunteer Work and Grade

Another purpose of objective six was to determine if a relationship for the kind of recognition Louisiana Non 4-H Teens received for volunteer work and Grade existed, and the chi-square test of independence was used in this determination. The obtained chi square value was not significant for "kind of recognition received for volunteer work" and Grade indicating that Grade and kind of recognition received for volunteer work were independent ($X^2_{(9)} = 14.919$, $p = .093$).

Kind of Recognition Louisiana Non 4-H Teens Received for Volunteer Work and Age

To determine if a relationship for the kind of recognition Louisiana Non 4-H Teens received for volunteer work and Age existed, the chi-square test of independence was also used. The obtained chi square value was not significant for "kind of recognition received for volunteer work" and Age indicating that Age and kind of recognition received for volunteer work were independent ($X^2_{(9)} = 5.659$, $p = .774$).

Kind of Recognition Louisiana Non 4-H Teens Received for Volunteer Work and Gender

To determine if a relationship for the kind of recognition Louisiana Non 4-H Teens received for volunteer work and Gender existed, the chi-square test of independence was also used. The obtained chi square value was significant for "kind of recognition received for volunteer work" and Gender indicating that Gender and kind of recognition received for volunteer work were not independent (see Table 46). The nature of the association was such that: (1) the proportion of male teens indicating "no" recognition for volunteer work was greater than the proportion of female teens indicating the same; and (2) the proportion of female teens indicating "praise" in recognition for volunteer work was greater than the proportion of male teens indicating the same.

Table 46
Crosstabulation of the Kind of Recognition Louisiana Non 4-H Teens Received for Volunteer Work by Gender

	Gender			
Recognition	Male		Female	
	n	%	n	%
None	234	38.0	149	24.5
Praise	226	36.7	296	48.6
Certificate	80	13.0	102	16.7
Other	75	12.2	62	10.2
Totals	615	99.9[a]	609	100.0

Note. $X^2_{(3)} = 32.115$, $p<.001$
[a]Percentages do not total 100 due to rounding error.

Kind of Recognition Louisiana
Non 4-H Teens Received
for Volunteer Work and Ethnic Group

To determine if a relationship for the kind of recognition Louisiana Non 4-H Teens received for volunteer work and Ethnic Group existed, the chi-square test of independence was also used. Since only three respondents were in the oriental ethnic group, this category was eliminated from this specific analysis. When the chi square was computed, it was found to be significant, indicating that Ethnic Group and kind of recognition received for volunteer work were not independent (see Table 47). The

Table 47
Crosstabulation of the Kind of Recognition Louisiana Non 4-H Teens Received for Volunteer Work by Ethnic Group

	Ethnic Group							
Recognition	Black		Hispanic		White		Other	
	n	%	n	%	n	%	n	%
None	97	27.3	4	33.3	268	32.7	11	35.5
Praise	109	30.7	4	33.3	394	48.0	13	41.9
Certificate	104	29.3	3	25.0	70	8.5	4	12.9
Other	45	12.7	1	8.3	88	10.7	3	9.7
Totals	355	100.0	12	99.9[a]	820	99.9[a]	31	100.0

Note. $X^2_{(9)} = 93.952$, $p<.001$
[a]Percentages do not total 100 due to rounding error.

nature of the association was such that: (1) the proportion of white teens indicating praise for recognition of volunteer work was greater than the proportions of teens from other ethnic groups indicating the same; and (2) the proportion of black teens indicating

"other" forms of recognition of volunteer work was greater than the proportion of teens from other ethnic groups indicating the same.

Kind of Recognition Louisiana Non 4-H Teens Received for Volunteer Work and Father's Occupation

To determine if a relationship for the kind of recognition Louisiana Non 4-H Teens received for volunteer work and Father's Occupation existed, the chi-square test of independence was used. The obtained chi square value was not significant for "kind of recognition received for volunteer work" and Father's Occupation indicating that Father's Occupation and kind of recognition received for volunteer work were independent ($X^2_{(15)} = 17.640$, $p = .282$).

Kind of Recognition Louisiana Non 4-H Teens Received for Volunteer Work and Mother's Occupation

To determine if a relationship for the kind of recognition Louisiana Non 4-H Teens received for volunteer work and Mother's Occupation existed, the chi-square test of independence was also used. The obtained chi square value was not significant for "kind of recognition received for volunteer work" and Mother's Occupation indicating that Mother's Occupation and kind of recognition received for volunteer work were independent ($X^2_{(15)} = 22.562$, $p = .094$).

Kind of Recognition Louisiana Non 4-H Teens Received for Volunteer Work and Parents' Highest Level of Education

To determine if a relationship for the kind of recognition Louisiana Non 4-H Teens received for volunteer work and Parents' Highest Level of Education existed, the

chi-square test of independence was also used. The obtained chi square value was not significant for "kind of recognition received for volunteer work" and Parents' Highest Level of Education indicating that Parents' Highest Level of Education and kind of recognition received for volunteer work were independent ($X^2_{(15)} = 22.582$, $p = .093$).

Objective Seven

Perceived Influence of Selected Factors on the Decision of Louisiana 4-H Teens to Volunteer

Objective seven was to determine the perceived influence of thirty-two, selected factors on the decision to volunteer of teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization. Respondents were asked to indicate the level of effect that selected factors had on their decision to volunteer. Table 48 presents overall means and standard deviations (in descending order of the mean importance value) for each of the selected factors which influence respondents to volunteer. The scale of importance used was a 0 to 7 likert scale labeled with none, low, moderate, and high (effects) respectively. In interpreting the data, the following scale was established by the researcher:

Mean	Level of Effect
< 0.50	No effect
0.51-2.50	Low effect
2.51-5.49	Moderate effect
5.50-7.00	High Effect

All of the selected factors were in the "moderate effect" category (3.00 - 5.99). The five highest factors influencing respondents to volunteer were: (1)Gain satisfaction

from helping others (mean = 4.987); (2)Learn to be helpful and kind (mean = 4.973); (3)Compassion toward people in need (mean = 4.907); (4)Do something for a cause that's important (mean = 4.885); and (5)Challenge of something new (mean = 4.852). The factor having the least influence was "preference for geographic area" (mean = 3.412).

Table 48
Perceived Influence of Selected Factors on the Decision of Louisiana 4-H Teens to Volunteer

Selected Factor	Mean	SD	Response Category
Gain satisfaction from helping others	4.987	2.227	ME
Learn to be helpful and kind	4.973	2.130	ME
Compassion toward people in need	4.907	2.081	ME
Do something for a cause that's important	4.885	2.175	ME
Challenge of something new	4.852	2.250	ME
Learn respect for others	4.785	2.223	ME
Desire for experience	4.639	2.261	ME
Learn how to get along with others	4.609	2.288	ME
Develop social skills	4.508	2.180	ME
Nearness of friends and relatives	4.480	2.324	ME
Gain a new perspective on things	4.387	2.126	ME
Explore or learn about career options	4.386	2.335	ME
To understand people who are different from me	4.378	2.241	ME
"Volunteer experience will look good on my resume"	4.286	2.395	ME
Improve the mental image I have of myself	4.282	2.345	ME
Personal job responsibilities	4.206	2.380	ME
"If I help others, someone will help me"	4.205	2.324	ME
Develop interpersonal relationships	4.153	2.335	ME
Improve school grades/do better in school	4.112	2.493	ME
Child care responsibilities	4.089	2.413	ME
Help develop relationships between different racial and/or cultural groups	4.027	2.483	ME
Fulfill an ambition/satisfy my ego	3.969	2.421	ME
Help develop relationships between different religious groups	3.950	2.470	ME
Home environment	3.928	2.335	ME

(table con'd)

Personal health status	3.909	2.395	ME
Availability of transportation	3.771	2.482	ME
Prestige of my position in the group	3.725	2.348	ME
Personal physical limitations	3.649	2.342	ME
Prestige of the group	3.617	2.291	ME
Sensitivity to criticism	3.562	2.382	ME
Preference for geographic area	3.412	2.356	ME

Note. Mean values based on response scale: none, low, moderate, high with choices 0-7.
Note. Response categories based on the following scale established by researcher: NE - no effect = <0.50, LE - Low effect =0.51 to 2.50, ME - moderate effect =2.51 to 5.49, HE - high effect = 5.50 to 7.00.

Objective Eight

Perceived Influence of Selected Factors on the Decision of Louisiana Non 4-H Teens to Volunteer

Objective eight was to determine the perceived influence of thirty-two, selected factors on the decision to volunteer of teens enrolled in public secondary schools in Louisiana who were not current members of the 4-H youth organization. Respondents were asked to indicate the level of effect that selected factors had on their decision to volunteer. Table 49 presents overall means and standard deviations (in descending order of the mean importance value) for each of the selected factors which influence respondents to volunteer. The scale of importance used was a 0 to 7 likert scale labeled with none, low, moderate, and high (effects) respectively. In interpreting the data, the following scale was established by the researcher:

Mean	Level of Effect
< 0.50	No effect
0.51-2.50	Low effect
2.51-5.49	Moderate effect
5.50-7.00	High Effect

All of the selected factors were in the "moderate effect" category (3.00 - 5.99). The five highest factors influencing respondents to volunteer were: (1) Learn to be helpful and kind (mean = 4.660); (2) Gain satisfaction from helping others (mean = 4.628); (3) Challenge of something new (mean = 4.585); (4) Learn respect for others (mean = 4.575); and (5) Learn how to get along with others (mean = 4.470). The factor having the least influence was "preference for geographic area" (mean = 3.053).

Table 49
Perceived Influence of Selected Factors on the Decision of Louisiana Non 4-H Teens to Volunteer

Selected Factor	Mean	SD	Response Category
Learn to be helpful and kind	4.660	2.344	ME
Gain satisfaction from helping others	4.628	2.304	ME
Challenge of something new	4.585	2.393	ME
Learn respect for others	4.575	2.350	ME
Learn how to get along with others	4.470	2.391	ME
Do something for a cause that's important	4.417	2.247	ME
Compassion toward people in need	4.410	2.256	ME
Desire for experience	4.238	2.402	ME
Nearness of friends and relatives	4.147	2.405	ME
Develop social skills	4.113	2.339	ME
To understand people who are different from me	4.070	2.379	ME
"If I help others, someone will help me"	4.059	2.408	ME
Gain a new perspective on things	4.048	2.271	ME
Explore or learn about career options	4.031	2.379	ME
Improve the mental image I have of myself	3.972	2.452	ME
Help develop relationships between different racial and/or cultural groups	3.888	2.527	ME
Improve school grades/do better in school	3.857	2.518	ME
Child care responsibilities	3.853	2.494	ME
Personal job responsibilities	3.846	2.461	ME
Develop interpersonal relationships	3.844	2.342	ME
"Volunteer experience will look good on my resume"	3.772	2.437	ME
Home environment	3.717	2.391	ME
Personal health status	3.674	2.456	ME

(table con'd)

Help develop relationships between different religious groups	3.628	2.532	ME
Availability of transportation	3.616	2.534	ME
Fulfill an ambition/satisfy my ego	3.615	2.454	ME
Prestige of my position in the group	3.375	2.363	ME
Personal physical limitations	3.367	2.384	ME
Sensitivity to criticism	3.359	2.422	ME
Prestige of the group	3.294	2.343	ME
Preference for geographic area	3.053	2.345	ME

Note. Mean values based on response scale: none, low, moderate, high with choices 0-7.
Note. Response categories based on the following scale established by researcher: NE - no effect = <0.50, LE - Low effect =0.51 to 2.50, ME - moderate effect =2.51 to 5.49, HE - high effect = 5.50 to 7.00.

Factor Analysis for Selected Factors

In Section 2 of the survey instrument, respondents were asked to indicate the level of effect that thirty-two, selected factors had on their decision to volunteer. Calculations of correlations and differences between each of these factors individually and the selected demographics would have been cumbersome to interpret and would have created a high level of inflation of experiment-wise error (alpha level). Therefore, thirty-one of the selected factors were factor analyzed to determine if underlying components could be identified in the data. The thirty-second factor, identified as "other," was not included in the factor analysis.

Results of the factor analysis revealed two components in the instrument's thirty-one, selected factors. These components, labeled by the researcher, and the percentage of variance are presented in the Rotated Component Matrix in Table 50.The items included in each component and the order they were extracted are also included in this table.

Table 50

Rotated Component Matrix for Thirty-one Selected Factors Influencing Louisiana Teens to Volunteer

	Factor Loadings Component	
	Personal (37.1% of variance)	Altruism (28.5% of variance)
Selected Factors		
Preference for geographic area	.788	
Personal health status	.783	
Prestige of my position in the group	.771	
Prestige of the group	.767	
Fulfill an ambition/satisfy my ego	.752	
Home environment	.739	
Personal physical limitations	.736	
Availability of transportation	.720	
Improve the mental image I have of myself	.716	
Sensitivity to criticism	.708	
Personal job responsibilities	.694	
Develop interpersonal relationships	.671	
Nearness of friends and relatives	.665	
Help develop relationships between different religious groups	.651	
Help develop relationships between different racial and/or cultural groups	.624	
Develop social skills	.616	
Childcare responsibilities	.608	
"If I help others, someone will help me"	.590	
"Volunteer experience will look good on my resume"	.588	
Desire for experience	.582	
Improve school grades/do better in school	.567	
Learn to be helpful and kind		.827
Gain satisfaction from helping others		.822
Learn respect for others		.777
Learn how to get along with others		.772
Do something for a cause that is important		.768
Gain a new perspective on things		.718
Compassion toward people in need		.717
To understand people who are different from me		.647
Challenge of something new		.633
Explore or learn about career options		.530

Note. Extraction Method: Principal Component Analysis, Rotation Method: Varimax with Kaiser Normalization.

The component scores for the thirty one selected influencing factors were calculated as Mean = 3.733 (SD = 1.943) for Component 1 - Personal and Mean = 4.463 (SD = 1.875) for Component 2 - Altruism.

Objective Nine

Comparison of Louisiana 4-H and Non 4-H Teens on the Perceived Influence of Selected Factors on the Decision to Volunteer

Objective nine was to compare students enrolled in public secondary schools in Louisiana who were current 4-H members and those who were not current 4-H members on the perceived influence of selected factors on the decision to volunteer. Since this objective included comparison measurements, the t test for independent samples procedure were used.

The t-test for independent samples procedure revealed significant differences between the underlying components, Personal and Altruism, and the variable "whether or not youth were current members of the 4-H youth program" (see Table 51). The nature of the differences were such that the means, for both comparisons, for the 4-H youth were greater than the means for the Non 4-H youth.

Table 51
Comparison of Louisiana 4-H and Non 4-H Teens on the Perceived Influence of Selected Factors on the Decision to Volunteer

Component	4-H Youth		Non 4-H Youth		t	p
	Mean	SD	Mean	SD		
Personal	3.933	1.870	3.662	1.953	2.448	.014
altruism	4.694	1.810	4.389	1.883	3.102	.002

Objective Ten

Objective ten was to determine if a relationship existed between the perceived influence of selected factors on the decision to volunteer of teens, enrolled in public secondary schools in Louisiana, who were current members of the 4-H youth organization and selected demographic characteristics of the teens. Spearman's correlation coefficient was calculated for Grade, Age at Last Birthday, and Parents Highest Level of Education. The t-test for independent samples was calculated for Gender and for Ethnic Group. The one way ANOVA was calculated for Occupation of Father and Occupation of Mother. For interpretation of correlation coefficients, Davis's proposed set of descriptors was used (Davis, 1971). The coefficients and their descriptions are as follows:

Coefficient	Description
.70 or higher	very strong association
.50 to .69	substantial association
.30 to .49	moderate association
.10 to .29	low association
.01 to .09	negligible association

Perceived Influence of Selected Factors and Grade Level and Age Level of Louisiana 4-H Teens

One of the purposes of objective ten was to determine if there were any relationships between the underlying components for selected factors influencing Louisiana 4-H teens to volunteer and Grade level and Age. No significant associations were found between Grade and Age at last birthday and the underlying components for selected factors influencing teen's decision to volunteer, Personal and Altruism (see Tables 52 & 53).

Table 52
Relationship Between Grade and Scores of Underlying Components for Selected Factors Influencing Louisiana 4-H Teens to Volunteer

Underlying Component	r	n	p
Personal	.013	396	.800
Altruism	.013	469	.784

Note. Spearman's rho statistic used.

Table 53
Relationship Between Age At Last Birthday and Scores of Underlying Components for Selected Factors Influencing Louisiana 4-H Teens to Volunteer

Underlying Component	r	n	p
Personal	.015	396	.769
Altruism	-.005	471	.922

Note. Spearman's rho statistic used.

Perceived Influence of Selected Factors and Gender of Louisiana 4-H Teens

Another purpose of objective ten was to determine any differences in the underlying components for selected factors influencing Louisiana 4-H teens to volunteer by Gender. The t- test revealed no significant difference for the underlying component, Personal by Gender. However, the t test did reveal a significant difference for Altruism by Gender (see Table 54). The nature of the difference was such that the mean for

Table 54
Comparison of the Perceived Influence of Selected Factors on the Decision of Louisiana 4-H Teens to Volunteer by Gender

Component	Male		Female			
	Mean	SD	Mean	SD	t	p
Personal	3.730	2.080	4.060	1.720	-1.655	.099
Altruism	4.295	1.972	4.952	1.650	-3.771	< .001

females was greater than the mean for males, suggesting that the female response to altruistic factors was higher than the males.

Perceived Influence of
Selected Factors and Ethnic Group
of Louisiana 4-H Teens

Another purpose of objective ten was to determine any differences in the underlying components for selected factors influencing Louisiana 4-H teens to volunteer by Ethnic Group. Initially, the analysis plan was to use the one way ANOVA procedure, however, when data were examined, ethnic groups other than black and white were determined to be present in inadequate numbers to permit the effective use of this procedure. Therefore, due to logical constraints of adequate sample sizes among these other ethnic groups, the researcher determined the most appropriate procedure to use was the independent samples t-test to statistically compare the black and white groups (see Table 55). This procedure revealed a significant difference for both components, Personal and Altruism, by Ethnic Group. The nature of the differences were such that the means for blacks were greater than the means for whites, suggesting that black responses to both Personal and Altruistic factors were higher than the white responses.

Table 55
Comparison of the Perceived Influence of Selected Factors on the Decision of Louisiana 4-H Teens to Volunteer by Ethnic Group

Component	Black		White		t	p
	Mean	SD	Mean	SD		
Personal	4.748	1.800	3.636	1.759	5.539	< .001
Altruism	5.391	1.683	4.425	1.727	5.503	< .001

Perceived Influence of Selected Factors
and Occupations of Fathers and Mothers
of Louisiana 4-H Teens

A fourth purpose of objective ten was to determine any differences in the underlying components for selected factors influencing Louisiana 4-H teens to volunteer by Occupation of Fathers and Occupations of Mothers. ANOVA test results revealed no significant differences for the component, Personal, by Occupation of Father($F_{(5, 373)}$ = .815, p = .540) or by Occupation of Mother ($F_{(5, 383)}$ = .862, p = .507). The ANOVA test also revealed no significant differences for the component, Altruism by Occupation of Father ($F_{(5, 340)}$ = .371, p = .869) or by Occupation of Mother ($F_{(5, 455)}$ = .823, p = .534).

Perceived Influence of Selected Factors
and Highest Level of Education of
Parents of Louisiana 4-H Teens

A fifth purpose of objective ten was to determine any relationships between the underlying components for selected factors influencing Louisiana 4-H teens to volunteer and the Highest Level of Education of Parents of Louisiana 4-H teens. No significant relationships were found for the components, Personal and Altruism, and Parents' Highest Level of Education (see Table 56).

Table 56
Relationship Between Parents' Highest Level Of Education and Scores of Underlying Components for Selected Factors Influencing Louisiana 4-H Teens to Volunteer

Underlying Component	r	n	p
Personal	-.076	391	.132
Altruism	-.070	465	.131

Note. Spearman's rho statistic used.

Objective Eleven

Objective eleven was to determine if a relationship existed between the perceived influence of selected factors on the decision to volunteer of teens, enrolled in public secondary schools in Louisiana, who were not current members of the 4-H youth organization and selected demographic characteristics of the teens. Spearman's correlation coefficient was calculated for Grade, Age at Last Birthday, and Parents Highest level of Education. The t-test for independent samples was calculated for Gender and Ethnic Group. One way ANOVA was calculated for Occupation of Father and Occupation of Mother. For interpretation of correlation coefficients, Davis's proposed set of descriptors was used (Davis, 1971). The coefficients and their descriptions are as follows:

Coefficient	Description
.70 or higher	very strong association
.50 to .69	substantial association
.30 to .49	moderate association
.10 to .29	low association
.01 to .09	negligible association

Perceived Influence of Selected Factors and Grade Level and Age Level of Louisiana Non 4-H Teens

One of the purposes of objective eleven was to determine if there were any relationships between the underlying components for selected factors influencing Louisiana Non 4-H teens to volunteer and Grade level and Age. No significant associations were found between Grade and Age at last birthday and the underlying components for selected factors influencing teen's decision to volunteer, Personal and Altruism (see Tables 57 & 58).

Table 57
Relationship Between Grade and Scores of Underlying Components for Selected Factors Influencing Louisiana Non 4-H Teens to Volunteer

Underlying Component	r	n	p
Personal	-.026	1317	.342
Altruism	.011	1499	.663

Note. Spearman's rho statistic used.

Table 58
Relationship Between Age At Last Birthday and Scores of Underlying Components for Selected Factors Influencing Louisiana Non 4-H Teens to Volunteer

Underlying Component	r	n	p
Personal	-.038	1323	.171
Altruism	-.027	1505	.296

Note. Spearman's rho statistic used.

Perceived Influence of Selected Factors
and Gender of Louisiana Non 4-H Teens

Another purpose of objective eleven was to determine any differences in the underlying components for selected factors influencing Louisiana Non 4-H teens to volunteer by Gender. In regards to differences for the underlying components, Personal and Altruism, by Gender, the t- tests for independent samples were significant. (see Table 59). The nature of the differences were such that the means for females were significantly greater than the means for males, suggesting that the female response to

Table 59
Comparison of the Perceived Influence of Selected Factors on the Decision of Louisiana Non 4-H Teens to Volunteer by Gender

Component	Male		Female		t	p
	Mean	SD	Mean	SD		
Personal	3.393	2.011	4.060	1.720	-4.856	< .001
Altruism	4.011	1.947	4.759	1.745	-7.862	< .001

both Personal and Altruistic factors influencing teens to volunteer was higher than the male's response.

Perceived Influence of Selected Factors
and Ethnic Group of Louisiana
Non 4-H Teens

Another purpose of objective eleven was to determine any differences in the underlying components for selected factors influencing Louisiana Non 4-H teens to volunteer by Ethnic Group. Initially, the analysis plan was to use the one way ANOVA procedure, however, when data were examined, ethnic groups other than black and white were determined to be present in inadequate numbers to permit the effective use of this procedure. Therefore, due to logical constraints of adequate sample sizes among these other ethnic groups, the researcher determined the most appropriate procedure to use was the independent samples t-test to statistically compare the black and white groups (see Table 60). This procedure revealed significant differences for both components, Personal and Altruism, by Ethnic Group. The nature of the differences were such that the means for blacks were greater than the means for whites, suggesting that black responses to both Personal and Altruistic factors were higher than the white responses.

Table 60
Comparison of the Perceived Influence of Selected Factors on the Decision of Louisiana Non 4-H Teens to Volunteer by Ethnic Group

Component	Black		White		t	p
	Mean	SD	Mean	SD		
Personal	4.748	1.800	3.636	1.759	5.539	< .001
Altruism	5.391	1.683	4.425	1.727	5.503	< .001

Perceived Influence of Selected Factors
and Occupations of Fathers and
Mothers of Louisiana Non 4-H Teens

A fourth purpose of objective eleven was to determine any differences in the underlying components for selected factors influencing Louisiana Non 4-H teens to volunteer by Occupation of Fathers and Occupations of Mothers. ANOVA tests revealed no significant differences for the component, Personal, by Occupation of Father ($F_{(5, 1246)} = .820$, $p = .536$) or by Occupation of Mother ($F_{(5, 1252)} = .420$, $p = .835$). The ANOVA test also revealed no significant differences for the component, Altruism, by Occupation of Father ($F_{(5, 1413)} = 1.310$, $p = .257$) or by Occupation of Mother ($F_{(5, 1431)} = .622$, $p = .683$).

Perceived Influence of Selected Factors
and Highest Level of Education of
Parents of Louisiana Non 4-H Teens

A fifth purpose of objective ten was to determine any relationships between the underlying components for selected factors influencing Louisiana Non 4-H teens to volunteer and the Highest Level of Education of Parents of Louisiana Non 4-H teens. Spearman's Rho procedure revealed no significant associations between the components, Personal and Altruism and the variable, Parent's Highest Level of Education completed (see Table 61).

Table 61
Relationship Between Parents' Highest Level Of Education and Scores of Underlying Components for Selected Factors Influencing Louisiana Non 4-H Teens to Volunteer

Underlying Component	r	n	p
Personal	-.014	1303	.619
Altruism	-.016	1468	.540

Note. Spearman's rho statistic used.

Objective Twelve

Objective twelve was to determine if a relationship existed between the perceived influence of selected factors, represented by the component variables, Personal and Altruism, on the decision to volunteer and the nature and level of volunteer work completed during the previous 12 months among teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization. Specific aspects of their volunteer work examined included: (a) type of organization (s) for which volunteer work was completed; (b) whether or not selected individuals influenced them to volunteer; (c) amount of time spent in volunteer activities during the previous 12 months; (d) longest period of time spent for a particular volunteer activity during the previous 12 months; (e) amount of support received for completion of the volunteer work completed
during the previous 12 months; and (f) kind of recognition received for the volunteer work completed in the previous 12 months.

Relationships for type of organizations and whether or not selected individuals influenced teens to volunteer were investigated using the sub-scale scores resulting from the factor analyses conducted in objective two. The aspect of the nature of volunteer work relating to the type of organizations for which respondents had done volunteer work was found to consist of one primary construct based on the factor analysis, and the sub-scale was consequently calculated as the sum of the total number of organizations for which they had done volunteer work and aptly named Number of Volunteer Organizations. The aspect of the nature of volunteer work relating to who or what

influenced respondents to volunteer was found to consist of two primary constructs based on the factor analysis, Obligatory and Informal.

Component variables for the perceived influence of selected factors and construct variables for "type of organization" and "whether or not selected individuals influenced teens to volunteer" as well as the variables "amount of time spent in volunteer activities during the previous 12 months," "longest period of time spent for a particular volunteer activity during the previous 12 months," "amount of support received for completion of the volunteer work completed during the previous 12 months," and "kind of recognition received for the volunteer work completed in the previous 12 months" were treated as ordinal, therefore Kendall's tau correlation coefficients or Pearson Product Moment correlation coefficients were calculated to examine relationships. For interpretation of correlation coefficients, Davis's proposed set of descriptors was used (Davis, 1971). The coefficients and their descriptions are as follows:

Coefficient	Description
.70 or higher	very strong association
.50 to .69	substantial association
.30 to .49	moderate association
.10 to .29	low association
.01 to .09	negligible association

Relationship Between the Perceived Influence of Selected Factors and the Number of Organizations for Which Louisiana 4-H Teens Volunteered

Pearson correlation coefficients revealed that both underlying components, Personal and Altruism, were significantly associated with the component, "number of volunteer organizations." The relationship between Personal and number of volunteer organizations was classified as a low positive association ($r = .248$, $p < .001$). The nature

of the association was that those teens who indicated they were more influenced by personal reasons for volunteering volunteered for a larger number of organizations. The relationship between Altruism and number of volunteer organizations was also classified as a low positive association ($r = .289$, $p < .001$). The nature of the association was that those teens who indicated they were more influenced by altruistic reasons for volunteering volunteered for a larger number of organizations.

Relationship Between the Perceived Influence of Selected Factors and Whether or Not Selected Persons/Situations Influenced Louisiana 4-H Teens to Volunteer

Pearson correlation coefficients also revealed that both underlying components, Personal and Altruism, were significantly associated with both of the components for "whether or not selected individuals influenced teens to volunteer," Obligatory and Informal. The relationship between Personal and Obligatory was classified as a low positive association ($r = .218$, $p < .001$). The nature of the association was such that those teens who indicated they were more influenced by personal reasons for volunteering were influenced to volunteer by more obligatory individuals or situations. The relationship between Personal and Informal was also classified as low positive ($r = .196$, $p < .001$). The nature of the association was such that those teens who indicated they were more influenced by personal reasons for volunteering were influenced to volunteer by more informal individuals or situations. The relationship between Altruism and Obligatory was classified as a low positive association ($r = .190$, $p < .001$). The nature of the association was such that those teens who indicated they were more influenced by altruistic reasons for volunteering were influenced to volunteer by more obligatory individuals or situations. The relationship between Altruism and Informal was also

classified as a low positive association ($r = .271$, $p < .001$). The nature of the association was such that those teens who indicated they were more influenced by altruistic reasons for volunteering were influenced to volunteer by more informal individuals or situations.

Relationship Between the Perceived Influence of Selected Factors and the Amount of Time Louisiana 4-H Teens Spent In Volunteer Activities

Kendall's correlations were used to investigate relationships between the Personal and Altruism components and the amount of time 4-H teens spent in volunteering. The relationship between Personal and the amount of time spent in volunteering was classified as a low positive association ($r = .105$, $p = .009$). The nature of the association was such that those teens who indicated they were more influenced by personal reasons for volunteering tended to spend more time per week in volunteering. The relationship between Altruism and the amount of time spent in volunteering was also classified as a low positive association ($r = .132$, $p < .001$). The nature of the association was such that those teens who indicated they were more influenced by altruistic reasons for volunteering tended to spend more time per week in volunteering.

Relationship Between the Perceived Influence of Selected Factors and the Longest Period of Time Louisiana 4-H Teens Spent for a Particular Volunteer Activity

Kendall's correlations were also used to investigate relationships between the Personal and Altruism components and the longest period of time 4-H teens spent for a particular volunteer activity. The relationship between Personal and the longest period of time 4-H teens spent for a particular volunteer activity was classified as a low

positive association (r= .184, p < .001). The nature of the association was such that those teens who indicated they were more influenced by personal reasons for volunteering tended to spend more time for a particular volunteer activity. The relationship between Altruism and the longest period of time 4-H teens spent for a particular volunteer activity was also classified as a low positive association (r= .221, p < .001). The nature of the association was such that those teens who indicated they were more influenced by altruistic reasons for volunteering spent more time for a particular volunteer activity.

Relationship Between the Perceived Influence of Selected Factors and the Amount of Support Louisiana 4-H Teens Received for Volunteer Work

Kendall's correlations were also used to investigate relationships between the Personal and Altruism components and the amount of support received for volunteer work. The relationship between Personal and the amount of support received for volunteer work was classified as a low positive association (r= .122, p = .003). The nature of the association was such that those teens who indicated they were more influenced by personal reasons for volunteering felt they received greater support for the volunteer work they performed. The relationship between Altruism and the amount of support received for volunteer work was classified as a low positive association (r= .195, p < .001)). The nature of the association was such that those teens who indicated they were more influenced by altruistic reasons for volunteering felt they received greater support for the volunteer work they performed.

Relationship Between the Perceived Influence of Selected Factors and the Kind of Recognition Louisiana 4-H Teens Received for Volunteer Work

Kendall's correlations were also used to investigate relationships between the Personal and Altruism components and the kind of recognition received for volunteer work. The relationship between Personal and the kind of recognition received for volunteer work was classified as a low positive association ($r = .140$, $p = .001$). The nature of the association was such that those teens who indicated they were more influenced by personal reasons for volunteering perceived that they received greater recognition for the volunteer work they performed. The relationship between Altruism and the kind of recognition received for volunteer work was also classified as a low positive association ($r = .142$, $p < .001$). The nature of the association was such that those teens who indicated they were more influenced by altruistic reasons for volunteering felt that they received greater recognition for the volunteer work they performed.

Objective Thirteen

Objective thirteen was to determine if a relationship existed between the perceived influence of selected factors on the decision to volunteer, represented by the component variables, Personal and Altruism, and the nature and level of volunteer work completed during the previous 12 months among teens enrolled in public secondary schools in Louisiana who were not current members of the 4-H youth organization. Specific aspects of their volunteer work to be examined included: (a) type of organization (s) for which volunteer work was completed; (b) whether or not selected individuals influenced them to volunteer; (c) amount of time spent in volunteer activities during the previous 12 months; (d) longest period of time spent for a particular

volunteer activity during the previous 12 months; (e) amount of support received for completion of the volunteer work completed during the previous 12 months; and (f) kind of recognition received for the volunteer work completed in the previous 12 months.

Relationships for type of organizations and whether or not selected individuals/situations influenced teens to volunteer were investigated using the sub-scale scores resulting from the factor analyses conducted in objective two. The aspect of the nature of volunteer work relating to the type of organizations for which respondents had done volunteer work was found to consist of one primary construct based on the factor analysis, and the sub-scale was consequently calculated as the sum of the total number of organizations for which they had done volunteer work and aptly named Number of Volunteer Organizations. The aspect of the nature of volunteer work relating to whether or not selected individuals/situations influenced respondents to volunteer was found to consist of two primary constructs based on the factor analysis, Obligatory and Informal.

Component variables for the perceived influence of selected factors and construct variables for "type of organization" and "whether or not selected individuals influenced teens to volunteer" as well as the variables "amount of time spent in volunteer activities during the previous 12 months," "longest period of time spent for a particular volunteer activity during the previous 12 months," "amount of support received for completion of the volunteer work completed during the previous 12 months," and "kind of recognition received for the volunteer work completed in the previous 12 months" were treated as ordinal, therefore Kendall or Pearson Product

Moment correlation coefficients were calculated to examine relationships. For interpretation of correlation coefficients, Davis's proposed set of descriptors was used (Davis, 1971). The coefficients and their descriptions are as follows:

Coefficient	Description
.70 or higher	very strong association
.50 to .69	substantial association
.30 to .49	moderate association
.10 to .29	low association
.01 to .09	negligible association

Relationship Between the Perceived Influence of Selected Factors and the Number of Organizations for Which Louisiana Non 4-H Teens Volunteered

Pearson correlation coefficients revealed that both underlying components, Personal and Altruism, were significantly associated with the component, "number of volunteer organizations." The relationship between Personal and number of volunteer organizations was classified as a low positive association ($r = .211$, $p < .001$). The nature of the association was that those teens who indicated they were more influenced by personal reasons for volunteering volunteered for a larger number of organizations. The relationship between Altruism and number of volunteer organizations was also classified as a low positive association ($r = .242$, $p < .001$). The nature of the association was that those teens who indicated they were more influenced by altruistic reasons for volunteering volunteered for a larger number of organizations.

Relationship Between the Perceived Influence of Selected Factors and Whether or Not Selected Persons/Situations Influenced Louisiana Non 4-H Teens to Volunteer

Pearson correlation coefficients also revealed that both underlying components, Personal and Altruism, were significantly associated with both of the components for

"whether or not selected individuals influenced teens to volunteer," Obligatory and Informal. The relationship between Personal and Obligatory was classified as a low positive association ($r = .209$, $p < .001$). The nature of the association was such that those teens who indicated they were more influenced by personal reasons for volunteering were influenced to volunteer by more obligatory individuals or situations. The relationship between Personal and Informal was also classified as low positive ($r = .189$, $p < .001$). The nature of the association was such that those teens who indicated they were more influenced by personal reasons for volunteering were influenced to volunteer by more informal individuals or situations. The relationship between Altruism and Obligatory was classified as a low positive association ($r = .201$, $p < .001$). The nature of the association was such that those teens who indicated they were more influenced by altruistic reasons for volunteering were influenced to volunteer by more obligatory individuals or situations. The relationship between Altruism and Informal was also classified as a low positive association ($r = .280$, $p < .001$). The nature of the association was such that those teens who indicated they were more influenced by altruistic reasons for volunteering were influenced to volunteer by more informal individuals or situations.

Relationship Between the Perceived Influence of Selected Factors and the Amount of Time Louisiana Non 4-H Teens Spent In Volunteer Activities

Kendall's correlations were used to investigate relationships between the Personal and Altruism components and the amount of time Non 4-H teens spent in volunteering. The relationship between Personal and the amount of time spent in volunteering was classified as a low positive association ($r = .140$, $p < .001$). The nature

of the association was such that those teens who indicated they were more influenced by personal reasons for volunteering tended to spend more time per week in volunteering. The relationship between Altruism and the amount of time spent in volunteering was also classified as a low positive association ($r = .203$, $p < .001$). The nature of the association was such that those teens who indicated they were more influenced by altruistic reasons for volunteering tended to spend more time per week in volunteering.

Relationship Between the Perceived Influence of Selected Factors and the Longest Period of Time Louisiana Non 4-H Teens Spent for a Particular Volunteer Activity

Kendall's correlations were also used to investigate relationships between the Personal and Altruism components and the longest period of time Non 4-H teens spent for a particular volunteer activity. The relationship between Personal and the longest period of time Non 4-H teens spent for a particular volunteer activity was classified as a low positive association ($r = .159$, $p < .001$). The nature of the association was such that those teens who indicated they were more influenced by personal reasons for volunteering tended to spend more time for a particular volunteer activity. The relationship between Altruism and the longest period of time Non 4-H teens spent for a particular volunteer activity was also classified as a low positive association ($r = .214$, $p < .001$). The nature of the association was such that those teens who indicated they were more influenced by altruistic reasons for volunteering tended to spend more time for a particular volunteer activity.

Relationship Between the Perceived Influence of
Selected Factors and the Amount of Support
Louisiana Non 4-H Teens Received
for Volunteer Work

Kendall's correlations were also used to investigate relationships between the Personal and Altruism components and the amount of support Non 4-H teens received for volunteer work. The relationship between Personal and the amount of support received for volunteer work was classified as a low positive association ($r = .140$, $p < .001$). The nature of the association was such that those teens who indicated they were more influenced by personal reasons for volunteering felt that they received greater support for the volunteer work they performed. The relationship between Altruism and the amount of support received for volunteer work was classified as a low positive association ($r = .216$, $p < .001$). The nature of the association was such that those teens who indicated they were more influenced by altruistic reasons for volunteering felt that they received greater support for the volunteer work they performed.

Relationship Between the Perceived Influence of
Selected Factors and the Kind of Recognition
Louisiana Non 4-H Teens Received
for Volunteer Work

Kendall's correlations were also used to investigate relationships between the Personal and Altruism components and the kind of recognition Non 4-H teens received for volunteer work. The relationship between Personal and the kind of recognition received for volunteer work was classified as a low positive association ($r = .145$, $p < .001$). The nature of the association was such that those teens who indicated they were more influenced by personal reasons for volunteering perceived they received greater recognition for the volunteer work they performed. The relationship between Altruism

and the kind of recognition received for volunteer work was also classified as a low positive association ($r = .194$, $p < .001$). The nature of the association was such that those teens who indicated they were more influenced by altruistic reasons for volunteering felt that they received greater recognition for the volunteer work they performed.

CHAPTER 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The primary purpose of this study was to determine the contributions Louisiana 4-H teens and Non 4-H teens make to volunteer organizations and the principal factors influencing the decision of Louisiana teens to volunteer. The specific objectives were:

1. To describe teens enrolled in the 9-12th grades of public secondary schools in Louisiana on the following selected demographic characteristics: (a) grade; (b) age; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.
2. To describe Louisiana teens, enrolled in the 9th-12th grades of public secondary schools of education on the nature and level of volunteer work completed during the previous 12 month period. Specific aspects of their volunteer work described included: (a) type of organization (s) for which volunteer work was completed; (b) whether or not selected individuals influenced them to volunteer; (c) amount of time spent in volunteer activities during the previous 12 months; (d) longest period of time spent for a particular volunteer activity; (e) amount of support received for completion of the volunteer work completed during the previous 12 months; and (f) kind of recognition received for the volunteer work completed in the previous 12 months.
3. To describe and compare teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization and who were not current members of the 4-H youth organization, respectively, on the following selected demographic

characteristics: (a) grade; (b) age; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.

4. To describe and compare Louisiana teens, enrolled in public secondary schools of education, who were current members of the 4-H youth organization and who were not current members of the 4-H youth organization, respectively, on the nature and level of volunteer work completed during the previous12 month period. Specific aspects of their volunteer work described and compared included: (a) type of organization (s) for which volunteer work was completed; (b) whether or not selected individuals influenced them to volunteer; (c) amount of time spent in volunteer activities during the previous 12 months; (d) longest period of time spent for a particular volunteer activity; (e) amount of support received for completion of the volunteer work completed during the previous 12 months; and (f) kind of recognition received for the volunteer work completed in the previous 12 months.

5. To determine if a relationship existed between the nature and amount of volunteer work completed during the previous 12 months by teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization and the following selected demographic characteristics: (a) grade; (b) age at last birthday; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.

6. To determine if a relationship existed between the nature and amount of volunteer work completed during the previous12 months by teens enrolled in public secondary schools in Louisiana who were not current members of the 4-H youth organization and the following selected demographic characteristics: (a) grade; (b) age at last birthday;

(c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.

7. To determine the perceived influence of selected factors on the decision to volunteer of teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization.

8. To determine the perceived influence of selected factors on the decision to volunteer of teens enrolled in public secondary schools in Louisiana who were not current members of the 4-H youth organization.

9. To compare students enrolled in public secondary schools in Louisiana who were current 4-H members and those who were not current 4-H members on the perceived influence of selected factors on the decision to volunteer.

10. To determine if a relationship existed between the perceived influence of selected factors on the decision to volunteer of teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization and the following selected demographic characteristics:(a) grade; (b) age at last birthday; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.

11. To determine if a relationship existed between the perceived influence of selected factors on the decision to volunteer of teens enrolled in public secondary schools in Louisiana who were not current members of the 4-H youth organization and the following selected demographic characteristics: (a) grade; (b) age at last birthday; (c) gender; (d) ethnic group; (e) occupation of father; (f) occupation of mother; and (g) parents' highest level of education.

12. To determine if a relationship existed between the perceived influence of selected factors on the decision to volunteer and the nature and level of volunteer work completed during the previous 12 months among teens enrolled in public secondary schools in Louisiana who were current members of the 4-H youth organization. Specific aspects of their volunteer work examined included: (a) type of organization (s) for which volunteer work was completed; (b) whether or not selected individuals influenced them to volunteer; (c) amount of time spent in volunteer activities during the previous 12 months; (d) the longest period of time spent for a particular volunteer activity; (e) amount of support received for completion of the volunteer work completed during the previous 12 months; and (f) kind of recognition received for the volunteer work completed in the previous 12 months.

13. To determine if a relationship existed between the perceived influence of selected factors on the decision to volunteer and the nature and level of volunteer work completed during the previous 12 months among teens enrolled in public secondary schools in Louisiana who were not current members of the 4-H youth organization. Specific aspects of their volunteer work examined included: (a) type of organization (s) for which volunteer work was completed; (b) whether or not selected individuals influenced them to volunteer; (c) amount of time spent in volunteer activities during the previous 12 months; (d) longest period of time spent for a particular volunteer activity; (e) amount of support received for completion of the volunteer work completed during the previous 12 months; and (f) kind of recognition received for the volunteer work completed in the previous 12 months.

The target population for this study was teen aged youth, ages 14-19 years (9th-12th graders), enrolled in Louisiana public secondary schools of education. A total of 2,281 completed surveys (the minimum required sample size was calculated as 383) were analyzed and constituted the basic information source of this study. Reliability of the data collection instrument was established by conducting a pretest. The pretest survey data were not included in the study data.

The Cronbach's Alpha internal consistency coefficient for the 32 scale items of the instrument was .95. The sample included 9th-12th teens enrolled in 13 schools, in ten parishes representing 10 school districts, randomly drawn from a total of 66 public school districts representing 64 parishes and two cities with independent school districts. A total of 3,853 surveys were mailed or hand delivered and 2,281 usable responses returned for a response rate of 59%. Data were collected from late October-December 2000. The SPSS statistical package was used to analyze the data, using appropriate statistical tests for the several objectives. The findings of this study are generalizable to all 9-12th graders enrolled in Louisiana public secondary schools of education.

The following is a summary of the major findings of the study:

1. Of the total number of Louisiana 9th-12th grade teen respondents, 23.5% indicated they were currently members of the 4-H youth organization or had been members within the previous12 months and 76.5% indicated they were not currently members of the 4-H youth organization nor had been members within the previous 12 months. Of the total number of respondents, 48% indicated, that at some point in their school career, they had held membership for two or more years and 52% indicated they had not. Louisiana

9th-12th grade teens enrolled in public secondary schools of education had the following demographic characteristics: a. The largest group of teen respondents by grade was 10th graders (30.6%). The next largest group was 9th graders (27.8%).

b. The largest group of teen respondents by age was the 14-15 year old age group (47.3%). The next largest group was the 16-17 year old age group (45.2%).

c. Of the teen respondents, 53.2% were female and 46.8% were male.

d. The largest group of teen respondents was white (66.8%); the next largest, black (29.3%).

e. Of the teen respondents, 40% indicated occupations for their fathers "other" than those provided in the survey instrument (see Appendix H); the career field of Construction was identified by the largest number of respondents. Twenty-nine and six tenths percent of teen respondents indicated their fathers' occupations as Manufacturing/industry; 16.2% indicated Business Owner/manager; and 10.2% indicated Service Sector Employee.

f. Of the teen respondents, 34.4% indicated occupations for their mothers "other" than those provided in the survey instrument (see Appendix I); the career field of Medical Services was identified by the largest number of respondents. Twenty-one and four tenths percent of the teen respondents indicated their mothers' occupations as Homemaker; 16.6% indicated Service Sector Employee, and 12.2% indicated Business Owner/Manager.

g. Of the teen respondents, 39.6% indicated "high school graduate or equivalent" as the highest level of education completed by their parents; 22.7% indicated "college graduate"; and 18.9% indicated "voc/tech education/some college."

2. If they had volunteered the previous 12 months, Louisiana 9th-12th grade teens, enrolled in public secondary schools of education, volunteered in the following manners and at the following levels:

a. The organizations/areas where the greatest percentages of respondents indicated they volunteered were: informal/alone (68.1%); religious organizations (61.6%); education (48%); and youth development (42.4%).

b. The individuals/situations identified by the largest numbers of respondents as having influenced them to volunteer included: family member/relative (69.2%); friend (63.9%); and No one (61.3%).

c. Of the teen respondents, 29% indicated four or more hours per week of volunteer work; 27.4% indicated one to two hours; 22.4% indicated 2 to 3 hours; and 21.2% indicated less than one hour per week.

d. In regards to the longest period of time devoted to a particular volunteer activity, 46.3% of the teen respondents indicated less than one month; 27.8% indicated one to three months; 11.3% indicated four to six months; 9.3% indicated 10 to 12 months; and 5.3% indicated seven to nine months.

e. In regards to the amount of support they received for volunteer work, 39.1% of the teen respondents indicated "adequate" support; 34.3% indicated "little" support; and 26.7% indicated "no" support.

f. In regards to the kind of recognition they received for volunteer work, 44.1% indicated "praise"; 29.4% indicated "none"; 15.7% indicated "certificate"; and 10.8% indicated recognition "other" than those provided in the survey instrument.

3. Louisiana 9th-12th grade 4-H and Non 4-H teens enrolled in public secondary schools of education had the following demographic characteristics:

a. The largest group of 4-H teen respondents by grade was 9th graders (31.8%); the next largest group was 10th graders (30.7%). The largest group of Non 4-H teen respondents by grade was 10th graders (30.7%); the next largest group was 9th graders (26.3%). Membership in 4-H tended to decrease as grade level increased.

b. The largest group of 4-H teen respondents by age was 14-15 years of age (53.4%). The largest group of Non 4-H teen respondents was 16-17 years of age (46.8%). Membership in 4-H tended to decrease as age increased.

c. Of the 4-H teen respondents, 207 were male (39.1%) and 323 were female (60.9%). Of the Non 4-H teen respondents, 854 were male (49.5%) and 870 were female (50.5%). A higher proportion of females than males were 4-H members. Non members tended to have equal proportions of females and males.

d. Of the 4-H respondents, 345 were white (65.3%), 157 were black (29.7%), two were Hispanic (.4%), one was oriental (.2%), 23 were other (4.4%). Of the Non 4-H teen respondents, 1162 were white (67.6%), 495 were black (28.8%), 19 were Hispanic (1.1%), three were oriental (.2%), 39 were other (2.3%).

e. Of the 4-H teen respondents, 160 or 31.9% indicated "manufacturing/industry" as the occupation of their fathers; 84 or 16.7% indicated "business owner/manager"; 51 or 10.2% indicated "service sector employee"; 13 or 2.6% indicated the "teaching profession"; seven or 1.4% indicated "homemaker; and 187 or 37.3% indicated "other."

f. Of the Non 4-H teen respondents, 465 or 28.8% indicated "manufacturing/industry" as the occupation of their fathers; 257 or 15.9% indicated "business owner/manager";164 or 10.2% indicated "service sector employee";40 or 2.5% indicated "homemaker; 26 or 1.6% indicated the "teaching profession"; and 662 or 41% indicated "other."

g. Of the 4-H teen respondents, 95 or 18.6% indicated the"teaching profession" as the occupation of their mothers; 89 or 17.4% of the respondents indicated "homemaker"; 85 or 16.6% indicated "service sector employee"; 66 or 12.9% indicated "business owner/manager"; 24 or 4.7% indicated "manufacturing/industry"; and 153 or 29.9% indicated "other."

h. Of the Non 4-H teen respondents, 364 or 22.4% indicated "homemaker" as the occupation of their mothers; 268 or 16.5% indicated "service sector employee"; 197 or 12.1% indicated "business owner/manager"; 136 or 8.4% indicated the"teaching profession";74 or 4.5% indicated "manufacturing/industry"; and 588 or 36.1% indicated "other." A higher proportion of 4-H members had mothers whose occupations were in the teaching profession while a higher proportion of nonmembers had mothers whose occupations were indicated homemaker.

i. The largest group of 4-H respondents by parents' highest level of education was the one that indicated their parents' highest level of education was high school graduate or equivalent (30.8%). The largest group of Non 4-H teen respondents was the one that indicated their parents' highest level of education was high school graduate or equivalent (42.5%). A higher proportion of 4-H members had parents whose level of education was vo-tech education/some college and college graduates while a higher

proportion of non members had parents whose level of education was high school graduate or equivalent.

4. If they had volunteered the previous 12 months, Louisiana 9th-12th grade 4-H teens and Non 4-H teens, enrolled in public secondary schools of education, volunteered in the following manners and at the following levels:

a. The areas of volunteer activity where the greatest number of 4-H teen respondents reported they did volunteer work were "informal or alone" (62.8%), "youth development (61.1%), "religious organizations" (57.7%), "education" (48.1%), and "community foundations" (47.2%).

b. The areas of volunteer activity where the greatest number of Non 4-H teen respondents reported they did volunteer work were "informal or alone (50.1%) and "religious organizations" (45.2%).

c. The proportion of 4-H teen respondents indicating volunteer work in the following selected areas was greater than that of the Non 4-H teen respondents: Health Organizations, Education, Religious Organizations, the Human Services, the Environment, Public/Society Benefit, Political Organizations, Youth Development, Private Foundations, Community Foundations, International/foreign, Informal/alone, Other Volunteer Work.

d. The greatest numbers of 4-H teen respondents indicated they volunteered: (1) after a family member or relative asked them (62.5%);(2) without being asked 58.7%);(3) after a friend asked them (57.75); and (4) through participation in an organization or group (54.2%).

e. The greatest numbers of Non 4-H teens indicated they volunteered: (1) after a family member or relative asked them (52.8%); (2) after a friend asked them (47.6%); (3) without being asked (44.1%); and (4) after someone at church or synagogue asked them (40.0%).

f. Variables for type of organization/areas teens volunteered for were factor analyzed into one component, Number of Volunteer Organizations. Variables for "whether or not selected individuals influenced teens to volunteer" were factor analyzed into two components, Obligatory and Informal.

(1) A statistical comparison ($t_{(2148)} = 11.158$, $p < .001$) indicated that 4-H teens volunteered for a significantly greater number of organizations than had the Non 4-H teens.

(2) Statistical comparison indicated that: (i) 4-H teens were more influenced than Non 4-H teens by individuals/situations that represented obligatory situations to volunteering ($t_{(2220)} = 7.880$, $p < .001$) and (ii) 4-H teens were more influenced than Non 4-H teens by individuals/situations that represented informal situations to volunteering ($t_{(872)} = 8.29$).

g. Of the 4-H teen respondents, 138 or 30.3% indicated they volunteered "1-2 hours a week"; 132 or 29% indicated "4 or more hours a week"; 96 or 21.1% indicated "2-3 hours a week"; and 89 or 19.6% indicated "less than 1 hour a week".

h. Of the Non 4-H Teen respondents, 369 or 29.4% indicated they volunteered "4 or more hours a week"; 328 or 26.1% indicated "1-2 hours a week"; 286 or 22.8% indicated "2-3 hours a week"; and 273 or 21.7% indicated "less than 1 hour a week".

i. Of the 4-H teen respondents, 184 or 40.6% indicated they volunteered for "less than one month" in a particular volunteer activity; 134 or 29.6% indicated "one to three months"; 56 or 12.4% indicated "four to six months"; 48 or 10.6% indicated "ten to twelve months"; and 31 or 6.8% indicated "seven to 9 months".

j. Of the Non 4-H teen respondents, 609 or 48.4% indicated they volunteered for "less than one month" in a particular volunteer activity; 343 or 27.3% indicated "one to three months"; 136 or 10.8% indicated "four to six months"; 110 or 8.7% indicated "ten to twelve months"; and 60 or 4.8% indicated "seven to 9 months".

k. The proportion of 4-H teens volunteering in a particular volunteer activity was higher than the proportion of Non 4-H teens for the 1 to 3 months interval, the 4 to 6 months interval, the 7 to 9 months interval, and the10 to 12 months interval. The proportion of Non 4-H teens was higher for the less than one month interval.

l. Of the 4-H teen respondents, 192 or 41.9% indicated they received "adequate support" (received enough information and training to get the job done); 165 or 36% indicated they received "little support" (given some information about the work); and 101 or 22.1% indicated they were given "no support".

m. Of the Non 4-H teen respondents, 489 or 38.2% indicated they received "adequate support" (received enough info and training to get the job done); 428 or 33.5% indicated they received "little support" (given some info about the work); and 362 or 28.3% indicated they were given "no support".

n. A higher proportion of 4-H teens indicated that the support received for completion of volunteer work was adequate.

o. Of the 4-H teen respondents, 210 or 48.2% indicated they received "praise" for the work they did;109 or 25% indicated they received "no" recognition; 76 or 17.4% indicated they received a "certificate"; and 41 or 9.4% indicated they received "other" recognition.

p. Of the Non 4-H teen respondents, 522 or 42.6% indicated they received "praise" for the work they did; 383 or 31.3% indicated they received "no" recognition; 182 or 14.9% indicated they received a "certificate"; and 137 or 11.2% indicated they received "other" recognition.

q. A higher proportion of 4-H teens indicated receiving praise for volunteer work.

5. For Louisiana 4-H teens enrolled in public schools of secondary education the following relationships were revealed about the nature and amount of volunteer work completed during the previous 12 months and selected demographics (Variables for type of organization/areas teens volunteered for were factor analyzed into one component, Number of Volunteer Organizations. Variables for "whether or not selected individuals influenced teens to volunteer" were factor analyzed into two components, Obligatory and Informal):

a. Male teens were found to have volunteered for an average of 4.61 organizations while females were found to have volunteered for an average of 4.53 organizations, however, this was not a statistically significant difference ($t_{(480)} = .265$, $p = .791$).

b. Black teens were found to have volunteered for an average 5.03 organizations while white teens were found to have volunteered for an average of 4.25 organizations; this difference was statistically significant ($t_{(248.329)} = 2.376$, $p = .018$).

c. The influence by Informal individuals or situations on teens to volunteer increased with parents level of education.

d. The influence by Informal individuals or situations on female teens to volunteer was greater than the influence on male teens.

e. The influence by Obligatory individuals or situations on Black teens to volunteer was greater than the influence on white teens.

f. In regards to differences for the Obligatory component by Mother's Occupation, the group with the greatest mean was the one indicating "Business owner/manager."

g. A greater proportion of female 4-H teens indicated they devoted one to two hours per week to volunteer work. A greater proportion of male 4-H teens indicated they devoted 4 or more hours per week to volunteer work.

h. A greater proportion of 4-H teens, indicating their mother's occupation as "business owner/manager", indicated they devoted two to three hours and four or more hours per week to volunteer work. A greater proportion of 4-H teens, indicating their mother's occupation in "industry", indicated they devoted less than one hour per week to volunteer work.

i. A greater proportion of 4-H 9th graders indicated less than one month and one to three months as the longest periods of time spent for a particular volunteer activity. A greater proportion of 4-H 10th graders indicated seven to nine months. A greater

proportion of 4-H 11th graders indicated 10-12 months. A greater proportion of 4-H 12th graders indicated four to six months.

j. A greater proportion of 4-H teens, indicating their parents' highest level of education as "less than high school", indicated "no support" received for volunteer work. A greater proportion of 4-H teens, indicating their parents' highest level of education as "some high school", indicated "little support". A greater proportion of 4-H teens, indicating their parents' highest level of education as "voc/tech or some college", indicated "adequate support"

k. A greater proportion of white 4-H teens indicated they received "praise" for volunteer work. A greater proportion of 4-H teens of "other" ethnic groups indicated they received "other" recognition for volunteer work. A greater proportion of Black teens indicated they received "certificates" as recognition for volunteer work.

6. For Louisiana Non 4-H teens enrolled in public schools of secondary education the following relationships were revealed about the nature and amount of volunteer work completed during the previous 12 months and selected demographics (Variables for type of organization/areas teens volunteered for were factor analyzed into one component, Number of Volunteer Organizations. Variables for "whether or not selected individuals influenced teens to volunteer" were factor analyzed into two components, Obligatory and Informal):

a. The number of organizations teens volunteered for increased with their parents' level of education.

b. Black respondents were found to have volunteered for a significantly greater number of organizations than white respondents.

c. In regards to the Number of Volunteer Organizations by Mother's Occupation, the group with the greatest mean was the one indicating "business owner/manager".

d. In regards to the Number of Volunteer Organizations by Father's occupation, the group with greatest mean was the one indicating "homemaker".

e. The influence of Informal persons/situations on a teens decision to volunteer increases with the level of parents' education.

f. On average, male teens were found to be more influenced by obligatory persons/situations than females. Female teens were found to be more influenced by Informal individuals or situations than males.

g. Black teens were found to be more influenced by both obligatory and informal individuals/situations than white teens.

h. In regards to the greatest influence of both obligatory and informal individuals /situations on their decision to volunteer by Father's Occupation, the group of teens with the greatest mean was the one indicating "homemaker".

i. A greater proportion of female Non 4-H teens indicated they devoted one to two, two to three, and four or more hours per week to volunteer work. A greater proportion of male teens indicated they devoted less than one hour of volunteer work per week.

j. A greater proportion of male Non 4-H teens indicated they devoted less than one month, seven to nine months, and 10-12 months to a particular volunteer activity. A greater proportion of females indicated they devoted one to three and four to six months to a particular volunteer activity.

k. A greater proportion of black Non 4-H teens indicated they devoted seven to nine months to a particular volunteer activity. A greater proportion of Hispanic teens indicated they devoted less than one month and one to three months. A greater proportion of Non 4-H teens of "other" ethnic groups indicated 10 to 12 months.

l. A greater proportion of 10th grade Non 4-H teens indicated they received "no" support for volunteer work. A greater proportion of 9th graders indicated "little" support. A greater proportion of 12th graders indicated "adequate" support.

m. A greater proportion of male Non 4-H teens indicated they received "no" support for volunteer work. A greater proportion of female teens indicated they received "little" and "adequate" support.

n. A greater proportion of male Non 4-H teens indicated they received "none" and "other" recognition for volunteer work. A greater proportion of female teens indicated they received "praise" and "certificates" for volunteer work.

o. A greater proportion of white Non 4-H teens indicated they received "praise" for volunteer work. A greater proportion of black Non 4-H teens indicated they received "other" recognition for volunteer work.

7. The five highest selected factors influencing Louisiana teens enrolled in public schools of secondary education who were current members of the 4-H Youth organization to volunteer were (a) gain satisfaction from helping others; (b) learn to be helpful and kind; (c) compassion toward people in need; (d) do something for a cause that's important; and (e) the challenge of something new.

8. The five highest selected factors influencing Louisiana teens enrolled in public schools of secondary education who were not current members of the 4-H Youth

organization to volunteer were (a) learn to be helpful and kind; (b) gain satisfaction from helping others; (c) the challenge of something new; (d) learn respect for others; and (e) learn how to get along with others.

9. The average number of 4-H teens indicating the influence of both personal and altruistic factors on their decision to volunteer was greater than the average number of Non 4-H teens.

10. For Louisiana 4-H teens enrolled in public schools of secondary education the following relationships were revealed about the underlying components for selected factors, Personal and Altruism, influencing their decision to volunteer and demographics:

a. The average response to Altruistic factors influencing teens' decisions to volunteer was greater for females than for males.

b. The average responses to both Personal and Altruistic factors influencing teens' decision to volunteer were greater for blacks than for whites.

11. For Louisiana Non 4-H teens enrolled in public schools of secondary education the following relationships were revealed about the underlying components for selected factors, Personal and Altruism, influencing their decision to volunteer and demographics:

a. The average responses to both Personal and Altruistic factors influencing teens' decisions to volunteer were greater for females than for males.

b. The average responses to both Personal and Altruistic factors influencing teens' decision to volunteer were greater for blacks than for whites and other groups.

12. For Louisiana 4-H teens enrolled in public schools of secondary education the following relationships were revealed about the underlying components, Personal and Altruism, for selected factors influencing their decision to volunteer and the underlying components, Number of Volunteer Organizations (for type of organizations teens volunteered for) and Obligatory and Informal (for whether or not selected individuals/situations influenced them to volunteer), the amount of volunteer work per week, longest period of time devoted to volunteer work, amount of support received for volunteer work, and kinds of recognition for volunteer work:

a. Teens who indicated they were more influenced by personal and those that indicated they were more influenced by altruistic reasons for volunteering volunteered for a larger number of organizations.

b. Teens who indicated they were more influenced by personal reasons and those that indicated they were more influenced by altruistic reasons for volunteering were influenced to volunteer by more obligatory individuals or situations.

c. Teens who indicated they were more influenced by personal reasons and those that indicated they were more influenced by altruistic reasons for volunteering were influenced to volunteer by more informal individuals or situations.

d. Teens who indicated they were more influenced by personal reasons and those that indicated they were more influenced by altruistic reasons for volunteering spent more time for a particular volunteer activity.

e. Teens who indicated they were more influenced by personal reasons and those that indicated they were more influenced by altruistic reasons for volunteering spent more time per week on a volunteer activity.

f. Teens who indicated they were more influenced by personal reasons and those that indicated they were more influenced by altruistic reasons for volunteering received greater support for the volunteer work they performed.

g. Teens who indicated they were more influenced by personal reasons and those that indicated they were more influenced by altruistic reasons for volunteering received greater recognition for the volunteer work they performed.

13. For Louisiana Non 4-H teens enrolled in public schools of secondary education the following relationships were revealed about the underlying components for selected factors, Personal and Altruism, influencing their decision to volunteer and the underlying components, Number of Volunteer Organizations (for type of organizations teens volunteered for) and Obligatory and Informal (for whether or not selected individuals/situations influenced them to volunteer), the amount of volunteer work per week, longest period of time devoted to volunteer work, amount of support received for volunteer work, and kinds of recognition for volunteer work:

a. Teens who indicated they were more influenced by personal and those that indicated they were more influenced by altruistic reasons for volunteering volunteered for a larger number of organizations.

b. Teens who indicated they were more influenced by personal reasons and those that indicated they were more influenced by altruistic reasons for volunteering were influenced to volunteer by more obligatory individuals or situations.

c. Teens who indicated they were more influenced by personal reasons and those that indicated they were more influenced by altruistic reasons for volunteering were influenced to volunteer by more informal individuals or situations.

d. Teens who indicated they were more influenced by personal reasons and those that indicated they were more influenced by altruistic reasons for volunteering spent more time per week on volunteer activities.

e. Teens who indicated they were more influenced by personal reasons and those that indicated they were more influenced by altruistic reasons for volunteering spent more time for a particular volunteer activity.

f. Teens who indicated they were more influenced by personal reasons and those that indicated they were more influenced by altruistic reasons for volunteering received greater support for the volunteer work they performed.

g. Teens who indicated they were more influenced by personal reasons and those that indicated they were more influenced by altruistic reasons for volunteering received greater recognition for the volunteer work they performed.

Conclusions and Recommendations

Based on the findings of this study, the following conclusions and recommendations were drawn by the researcher:

1. The greatest percentage of teens enrolled in the 9th-12th grades of Louisiana public schools of secondary education are white females in the 10th grade and in the 14-15 years age range. The greatest percentage of Louisiana public school teens that enroll in the 4-H youth program are white females in the 9th grade and in the 14-15 years age range. Membership in 4-H decreases as grade level and age increase. In Louisiana, 4-H clubs meet in the schools and, in essence, compete with other school clubs in attracting members. This could account for the differences observed in membership for the different grade levels and age groups.

The greatest percentages of Louisiana teens volunteer informally or alone, in religious organizations, in education related organizations, and in youth development organizations. Family members or relatives influence the greatest percentages of teens to volunteer, followed by a friend, and alone or without being asked. The greatest percentage of teens volunteer four or more hours per week, however, the greatest percentage volunteer less than one month for a particular volunteer activity; lower percentages volunteer for seven to nine and 10 to 12 months. The greatest percentage of teens say they receive adequate support and praise (as recognition) for the volunteer work they perform.

2. 9th-12th grade teens enrolled in Louisiana public secondary schools of education are actively involved in informal volunteering or volunteering for particular organizations. Louisiana teen participation, to include 4-H teen and non 4-H teen participation, in volunteer activities compares to, if not exceeds, U.S. youth participation in the top four major areas of teen volunteer activity identified by both this study and the Independent Sector (1996).

Although the age range of youth in the Independent Sector study was 12-17 years, when volunteer activity during the previous 12 months was examined, the four major areas U.S. youth volunteered in were (a) religious organizations (44% for U.S. youth; 61.6% for Louisiana teens; 57.7% for Louisiana 4-H teens; 45.2% Louisiana Non 4-H teens); (b) youth development (36% for U.S. youth; 42.4% for Louisiana teens; 61.1% for Louisiana 4-H teens; 22.9% for Louisiana Non 4-H teens); (c) informal volunteering (36% for U.S. youth; 68.1% for Louisiana teens; 62.8% for Louisiana 4-H teens; 50.1% for Louisiana Non 4-H teens); and (d) education (34% for U.S. youth;

48% for Louisiana teens; 48.1% for Louisiana 4-H teens; 32.5% for Non Louisiana 4-H teens).

Louisiana 4-H teen participation in volunteer work was greater in all of the major activity areas reported by Independent Sector study (except in "the environment"), when compared to participation across the country. Louisiana Non 4-H teen participation in volunteer work was greater in all of the major activity areas reported by the national study (except in "youth development" and in "the environment") when compared to participation across the country.

In the partial resolution of the speculation that teens who are enrolled in 4-H are more active in volunteer activities than teens who are not enrolled in this youth program, it can be concluded that, in Louisiana, 4-H teens volunteer for a significantly greater number of organizations than Non 4-H teens.

3. Findings from the Independent Sector study and the current study were similar in the following ways the greatest percentages of teens reported they got involved in volunteering, although the age range of youth in the Independent Sector study was 12-17 years: (a) after a friend asked them (47.2% for U.S. youth; 63.9% for Louisiana teens; 57.7% for Louisiana 4-H teens; 47.6% for Non 4-H Louisiana teens); (b) after a family member or relative asked them (30.6% U.S. youth; 69.2% for Louisiana teens; 62.5% for Louisiana 4-H teens; 52.8% for Louisiana Non 4-H teens); and (c) without being asked/sought out activity on their own (20.9% U.S. youth; 61.3% for Louisiana teens; 58.7% for Louisiana 4-H teens; 44.1% for Louisiana Non 4-H teens). The findings for Non 4-H teens and the nationwide study, specifically, were similar for

"after someone at church/synagogue asked" (21.5% U.S. youth; 40% for Louisiana Non 4-H youth).

The average number of Louisiana 4-H teen volunteers that don't distinguish between types of persons/situations influencing them to volunteer is greater than the average of Louisiana Non 4-H teen volunteers that don't distinguish between types of persons/situations influencing them to volunteer. 4-H teens were more influenced to volunteer by both "obligatory" and "informal" persons/situations than Non 4-H teens. This may mean that 4-H teens tend to be both obliging to volunteer work as well as informal. This conclusion may motivate professionals, working with teens, to find out how the 4-H program motivates 4-H teens to take volunteering seriously but yet in a relaxed fashion.

4. Compared with findings from the nationwide Independent Sector study, findings from the current study conclude that a greater percentage of both Louisiana 4-H and Non 4-H teens, indicating volunteer work during the previous 12 months, volunteered per week as follows: (a) 1 to 2 hours (23.3% for U.S. teens; 27.4% for Louisiana teens; 30.3% for Louisiana 4-H teens; 26.1% for Louisiana Non 4-H teens); (b) 2 to 3 hours (12.6% for U.S. youth; 22.4% for Louisiana teens; 21.1% for Louisiana 4-H teens; 22.8% for Louisiana Non 4-H teens); and (c) 4 or more hours (4.7% for U.S. youth; 29% for Louisiana teens; 29% for Louisiana 4-H teens; and 29.4% for Louisiana Non 4-H teens).

Louisiana 4-H teens devote longer periods of time than Louisiana Non 4-H teens to particular volunteer activities. A higher proportion of 4-H teens also indicate they receive adequate support and praise for completion of volunteer work. These

conclusions are consistent with the 4-H youth program's emphasis on volunteering (LSU Agricultural Center, 1999), and it is interesting to note that the ideas of helping others and stewardship of natural resources are emphasized in 4-H literature and thought.

5. Louisiana 4-H teens compare with U.S. youth, ages 12-17 years, on three of the top five reasons for volunteering as reported by the Independent Sector Survey (1996): "compassion toward people in need"; "do something for a cause that is important"; and "to gain a new perspective on things" (similar to "the challenge of something new").

Two of the five highest selected factors influencing Louisiana 4-H teens to volunteer are similar to two of the benefits U.S. youth, ages 12-17 years, say they gained as reported by the Independent Sector survey (1996): "learned to be helpful and kind" and "gained satisfaction from helping others".

Louisiana Non 4-H teens compare with U.S. youth, ages 12-17 years, on one of the top reasons for volunteering as reported by the Independent Sector Survey (1996): "to gain a new perspective on things" (similar to "the challenge of something new").

Four of the five highest selected factors influencing Louisiana Non 4-H teens to volunteer are similar to four of the benefits U.S. youth, ages 12 to 17 years, say they gained as reported by the Independent Sector survey: "learned to respect others"; "learned to be helpful and kind ; "learned how to get along with and relate to others"; and "gained satisfaction from helping others".

6. The average number of 4-H teen volunteers that don't distinguish between types of motives to volunteering is greater than the average of Non 4-H teen volunteers that don't distinguish between types of motives to volunteering. Louisiana 4-H teen

volunteers enrolled in public secondary schools of education are more influenced to volunteer for both personal and altruistic reasons than Non 4-H teens. This conclusion gives credence to the proposal that volunteers are both altruistic and egoistic (Cnaan, & Goldberg-Glen, 1991). This conclusion is also a happy note for professionals working with teens; they can look to the 4-H youth program when they think about ways to motivate teens to volunteer.

7. With respect to the above mentioned conclusions, the researcher recommends that the state legislature, school administrators, professionals working with youth, and parents actively support the Louisiana 4-H youth program as well as the many teen volunteer programs in Louisiana public schools and communities.

Further Research

The following are possible research directions arising from this study.

1. Because enrollment in the Louisiana 4-H program among males was found to be low, further research should concentrate on the reasons for this low level of involvement. What issues are related to this low level of involvement? How can male involvement be increased?

2. Because enrollment of teens in the Louisiana 4-H program was found to decrease with increased levels of grade and age, further research should concentrate on the reasons for this low level of involvement.

3. Further research should concentrate on why both 4-H and Non 4-H teens volunteer for particular organizations. Are the reasons related to future goals, interests, etc?

4. Further research should also concentrate on relationships between the nature and level of volunteer work and demographics.

5. Further research should also concentrate on how role models influence youth to volunteer and how active are schools and teachers in promoting volunteer activities.

Overall, this study determined the contributions Louisiana 4-H and Non 4-H teens make to volunteer organizations, and the principal factors influencing them to volunteer. The study found that the average 4-H teen differed from his/her non 4-H counterpart in being younger and in a lower grade level, by having mothers with different occupations, and by having at least one parent with a higher education level. Both groups of teens were similar in their comparison with youth across the country in the types of organizations they volunteered in and who or what influenced them to volunteer although percentages of Louisiana 4-H teens were greater in most if not all situations, and the number of organizations 4-H teens volunteered for was greater than the number Non 4-H teens volunteered for. A greater percentage of both groups volunteered more per week than U.S. youth overall. Because the 4-H youth program places a great emphasis on community service, Louisiana 4-H teens in comparison to Louisiana Non 4-H teens devote more time to a particular activity and receive adequate support and praise for completion of volunteer work. Although both groups were similar in their comparison with U.S. youth in reasons for volunteering, Louisiana 4-H teens in comparison with Louisiana Non 4-H teens were more influenced to volunteer for both personal and altruistic reasons.

REFERENCES

American Hospital Associations (1991). Managing Cultural Diversity. Chicago: Author.

Bailey, K. (1997). The Impact of Community Service-Learning on Participants in Community-Based Organizations. Unpublished master thesis, Louisiana State University, Baton Rouge.

Boyce, V. M. (1971). A Systematic Approach to Leadership Development. Washington DC: U.S. Department of Agriculture, Extension Service.

Bittner, T. (2000). Teens and Volunteer Work. Available through the Internet: www.suite101.com/article.cfm/3111/37885

Caldwell, W. E. (1994). Service Learning Cycle: Unit 1 and 2. University of Nebraska Cooperative Extension Service.

Child Friendly Calgary & Volunteer Calgary (2000). Volunteerism: Our Heritage, Our Future. Available through the Internet: www.pitchin.org/guide.html

Cialdini, R. (2001, August 20-27). Heroes. U.S. News, 131, 26-29.

Cnaan, R., & Goldberg-Glen, R. (1991). Measuring Motivation to Volunteer in Human Services. Journal of Applied Behavioral Science, 27 (3).

Conrad, D., & Hedlin, D. (1987). Youth service: A guidebook for developing and operating effective programs. New York: Independent Sector.

Covey, S. R. (1992). Principle Centered Leadership. New York: Fireside.

Davis, J. A.(1971). Elementary Survey Analysis. New Jersey: Prentice-Hall.

Deci, E. L. (1975). Intrinsic Motivation. New York: Plenum Press.

Do Something (1998). Survey on Volunteering by Young People. Available through the Internet: www.dosomething.org

Ellis, S. J., & Noyes, K. H. (1990). By the People: A History of Americans as Volunteers. San Francisco: Jossey-Bass.

Ellis, S. J. (2000). Want to Volunteer? Are you under 18? Available through the Internet: www.serviceleader.org/advice/youth.html

Fields, D. (1992). Help! I'm a Volunteer Youth Worker! Grand Rapids: Zondervan Publishing.

Fisher, C.J., & Cole, K.M. (1993). Leadership and management of volunteer programs: A guide for volunteer administrators. San Francisco: Jossey-Bass Publishers.

Follman, J. (1996). Florida Learn & Serve: 1994-95 Outcome Data. Paper presented at the meeting of the National Society for Experiential Education Conference.

Glendale Community College Service Learning Center. Available through the Internet: www.glendale.cc.ca.us/resource/voluntr.htm

Groff, J. M. (1992). Teens Reaching Youth. Journal of Extension. On-Line Journal of Extension, 37(5). Available through the Internet: www.joe.org

Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). Multivariate Data Analysis. New Jersey: Prentice Hall.

Herzberg, F. (1968). One More Time: How do You Motivate Employees? Harvard Business Review, (46), pages 53-62, January -February 1968.

Independent Sector (1992). Volunteering and Giving Among American Teenagers, 1992. Available through the Internet: www.IndependentSector.org

Independent Sector (1996). Volunteering and Giving Among American Teenagers, 1996. Available through the Internet: www.IndependentSector.org

LeBoeuf, M. (1982). The Productivity Challenge. New York: McGraw-Hill.

LoPilato, K. (2001). On Heroism. Available through the Internet: www.greenfields.org/departments/historydept/kspeech.htm

Louisiana Department of Education (1999). Louisiana School Directory.

Louisiana State University Agricultural Center Louisiana Cooperative Extension Service. (1997). The 4-H You Know and The 4-H You Don't Know. Baton Rouge, LA

Louisiana State University Agricultural Center Louisiana Cooperative Extension Service Louisiana 4-H Youth Development. (1999). What is 4-H? Available through the Internet: www.agctr.lsu.edu/wwwac/4h/Whatis.htm.

Marriner-Tomey, A. (1992). Motivation. In N. D. Como (Ed.), Guide to Nursing Management (pp. 325-335). St. Louis, Mosby-Year Book.

Maslow, A.H. (1970). Motivation and Personality, 2nd ed. New York: Harper & Row.

McClelland, D.C. (1984). Motives, personality, and society: selected papers. New York: Praeger Publishers.

McGregor, D. (1966). Leadership and motivation essays. MIT Press.

National 4-H Council (1998). 4-H Information, National 4-H Statistics. Available through the Internet: www.fourhcouncil.edu/market/NFSTAT98.HTM.

National 4-H Headquarters (2001). 4-H History. Available through the Internet: www.reeusda.gov/4h/4h_history.htm

National Service Learning Clearinghouse (1999). The Status of Service-Learning in the United States. Available through the Internet: www.nicsl.coled.umn.edu

Norland, E., Bennett, M. B. (1993). Youth Participation: Factors Related to Older Member Satisfaction with 4-H. Journal of Extension, Spring 1993.

Partners in Action: Summary of Phase II Conclusions Implications, 4H (1986). Madison: University of Wisconsin, Department of Continuing and Vocational Education.

Portman, R.H. (1975). Tables for Determining Sample Size and Sample Error. National Research Foundation Press.

Prudential Company (2001). The Prudential Spirit of Community Youth Survey, August 1995. Available through the Internet: www.prudential.com/community/spirit/cmszz.1001.html

Rubin, M. (2000). Community Service Learning: Students Really Are Pay It Forward (Sort of). Center for Community Service Learning: California State University, Northridge. Available through the Internet: www.csubak.edu/~tlc/CSL.html

Salzman, M., Reisgies, T. (1991). 150 Ways Teens Can Make a Difference. Princeton, Peterson's Guides.

Servenet (2000). What Collegiate Volunteers are Doing. Available through the Internet: www.servenet.org

Simpson, G. (1998). Extension is Not Just Service, But Service Learning is Important to Extension. On-Line Journal of Extension, 36 (5). Available through the Internet: www.joe.org.

Sims, S.(2000). Youth Finding Empowerment in Community Volunteerism through the Internet: www.metroactive.com/papers/sunnyvale.sun

Smith, C. P., Atkinson, J. W., McClelland, D. C., & Veroff, J. (1992). Motivation and personality: Handbook of thematic content analysis. Cambridge University Press.

Spoto, K. (1999). Perceived Influence of Selected Factors on the Decision of High School 4-H Youth to Volunteer. On-Line Journal of Extension, 37(5). Available through the Internet: www.joe.org

U.S. Department of Education, National Center for Education Statistics (1999). Youth Service-Learning and Community Service Among 6th through 12th Grade Students in the United States: 1996 and 1999. Available through the Internet: www.nces.ed.gov

U.S. Department of Education, National Center for Education Statistics (1992). National Education Longitudinal Study of 1988, Second Follow-up. Available through the Internet: www.nces.ed.gov

U.S. Department of Education, National Center for Education Statistics (1994). National Education Longitudinal Study of 1988, Third Follow-up. Available through the Internet: www.nces.ed.gov

U.S. Department of Education, National Center for Education Statistics (1997). Available through the Internet: www.nces.ed.gov

Vroom, V.H. (1964). Work and Motivation. New York: McGraw Hill

Watson, L.G. & Lewis, J. J. (1976). Heritage Horizons, The Miracle of Volunteer Leaders. Madison: Journal of Extension

Wessel, T., & Wessel, M. (1982). 4-H: An American Idea 1900-1980 A History of 4-H. Maryland: National 4-H Council.

Wiehe, V., & Isenhour, L (1977). Motivation of Volunteers. Journal of Social Welfare, 4 (2 & 3).

Wyble, J. E. (1999). Status of Community Service-Learning in Louisiana 4-H Programs as Perceived by Extension 4-H Agents. Unpublished master thesis, Louisiana State University, Baton Rouge.

APPENDIX A

PERCEIVED INFLUENCE OF SELECTED FACTORS ON THE DECISION OF 4-H TEENS AND NON 4-H TEENS TO VOLUNTEER SURVEY

Dear Louisiana Teen:

I am involved in a study to determine the influence of certain factors that may affect or have affected you or your fellow teens in your decisions to volunteer. And I would greatly appreciate your help in this study!

By agreeing to complete the attached survey, you will be providing information that will benefit you, your school, and the Louisiana 4-H Youth Program. The teachers, leaders, and other adults that supervise community service and other volunteer activities in Louisiana will be able to better plan service activities whose success depends on the willingness and dedication of teens like yourself. So, please be as accurate as you can in your responses to the attached survey.

Sincerely,

Kenneth Spoto
County Agent
East Feliciana Parish

{please check (✓) Yes or No}	Yes	No
Are you currently a 4-H member or were you a member during the past twelve months ?	___	___
Were you ever a 4-H member for two or more years?	___	___

If you have completed this survey before, please sign and return the survey

uncompleted_____

Teen Volunteer Survey

Purpose: To determine the perceived influence of selected factors on your decision to volunteer

Section One: Personal Information

Directions: Please check (✓) the appropriate blank in questions 1.1 through 1.7 and 1.10 through 1.13

(1.1)What was your grade in school as of September 1, 2000?

(1.1.1)_____9th grade

(1.1.2)_____10th grade

(1.1.3)_____11th grade

(1.1.4)_____12th grade

(1.2)What was your age at Last Birthday?

(1.2.1)_____14-15 years

(1.2.2)_____16-17 years

(1.2.3)_____18-19 years

(1.2.4)_____19 years & over

(1.3)What is your gender (sex)?

(1.3.1)_____Male

(1.3.2)_____Female

(1.4)What is your race?

(1.4.1)_____Black

(1.4.2)_____Hispanic

(1.4.3)_____White

(1.4.4)_____Oriental

(1.4.5)_____Other, (please specify)_____

(1.5)What is the occupation of your Father (if deceased, please check occupation when he was alive)?

(1.5.1)_____Homemaker

(1.5.2)_____Service Sector Employee

(1.5.3)_____Business Owner/manager

(1.5.4)_____Teaching profession

(1.5.5)_____ Manufacturing/Industry (1.5.6)_____Other (please specify)_____

(1.6)What is the occupation of your Mother (if deceased, please check occupation when she was alive)?

(1.6.1) _____Homemaker

(1.6.2) _____Service Sector Employee

(1.6.3) _____Business Owner/manager

(1.6.4) _____Teaching profession

(1.6.5) _____Manufacturing/Industry

(1.6.6) _____Other (please specify)_____

(1.7) What is your Parent's highest level of education (based on the parent with the highest level of education)?

(1.7.1) _____ Less than high school
(1.7.2) _____ Some high school
(1.7.3) _____ High school graduate or equivalent
(1.7.4) _____ Voc/tech education after high school or some college
(1.7.5) _____ College graduate
(1.7.6) _____ Graduate or professional school

(1.8)Listed below are examples of the many different areas in which people do volunteer activity. This means not just belonging to a service organization, but actually working in some way to help others for no monetary pay. In which, if any, of the areas listed below have you done volunteer work in the past twelve months? **Circle** the appropriate number to indicate **yes** or **no**. If you did **no** volunteer work in the past twelve months, you may skip to **Section Two**.

	Yes	No
(1.8.1) Health organizations (hospitals, nursing homes, fund raisers for American Heart Assn., etc)	1	2
(1.8.2)Education (teaching others formally or informally; church or non-church; libraries; help to educational associations, etc)	1	2
(1.8.3)Religious organizations (church workdays, fund raisers, etc)	1	2
(1.8.4)Human Services (day care centers, foster care, jobs, food, housing emergency preparedness, crime prevention, recreation, Red Cross, etc)	1	2
(1.8.5)Environment (quality protection, beautification, humane society, wildlife and animal sanctuaries, etc)	1	2
(1.8.6)Public/society benefit (civil rights, community improvement, consumer organizations, antipoverty organizations, etc)	1	2
(1.8.7)Arts, culture, humanities (culture/ethnic awareness groups,		

historical preservation, museums, music, theater, public t.v. & radio, etc)	1	2
(1.8.8)Work-related organizations (credit union, labor unions, professional organizations, Chamber of Commerce, etc)	1	2
(1.8.9)Political organizations (Democratic, Republican, & other political party clubs, political groups and causes, etc)	1	2
(1.8.10)Youth development (service to Boy & Girl Scouts, Camp Fire groups, 4-H Clubs, Little League, etc.)	1	2
(1.8.11)Private foundations (Ford & Rockefeller Foundations, other non-public foundations)	1	2
(1.8.12)Community foundations (city & town foundations, 4-H & community-based foundations)	1	2
(1.8.13)International/foreign (international health, education, economic development & other services, friendly nations promotions)	1	2
(1.8.14)Informal/alone (helping neighbors, babysitting, & other services not part of a group or not for pay)	1	2
(1.8.15)Other (please specify)_____	1	2

(1.9)If you volunteered in the previous 12 months, did you (Circle **Yes or No**):

	Yes	No
(1.9.1)volunteer after you were asked by a friend?	1	2
(1.9.2)volunteer after you were asked by a family member or relative?	1	2
(1.9.3)volunteer after you were asked by someone at church or synagogue?	1	2
(1.9.4)volunteer after you were asked by an adult volunteer leader?	1	2
(1.9.5)volunteer after you were asked by a professional working with volunteers (i.e., 4-H Agent)	1	2
(1.9.6)volunteer after you were asked by an employer?	1	2
(1.9.7)volunteer after you were asked by someone at work other than your employer?	1	2
(1.9.8)volunteer after seeing an advertisement or request through the radio, TV, or printed source?	1	2
(1.9.9)volunteer through participation in an organization or group?	1	2
(1.9.10)volunteer because your school or church requires a certain amount of community service?	1	2
(1.9.11)volunteer without being asked?	1	2
(1.9.12)Other (please specify)_____	1	2

(1.10)If you volunteered in the previous 12 months, how much time did you devote to volunteer work?

(1.10.1)_____ less than 1 hour a week

(1.10.2)_____ 1-2 hours a week

(1.10.3)_____ 2-3 hours a week

(1.10.4)_____4 or more hours a week

(1.11)If you volunteered in the previous 12 months, what was the longest time you volunteered for a particular activity?

(1.11.1)_____ less than one month

(1.11.2)_____1 to 3 months

(1.11.3)_____4 to 6 months

(1.11.4)_____7 to 9 months

(1.11.5)_____10 to 12 months

(1.12)If you volunteered in the previous 12 months, how much support (training, feedback) did you receive for the volunteer work you performed?

(1.12.1) _____none

(1.12.2) _____little (was given some info about the work)

(1.12.3) _____adequate (received enough info/training to get the job done)

(1.13)If you volunteered in the previous 12 months, what kind of recognition did you receive for your volunteer work?

(1.13.1) _____none

(1.13.2) _____praise

(1.13.3) _____certificate

(1.13.4) _____other (please specify)_____

Section Two: The Influence of Selected Factors On the Decision to Volunteer

Please rate each of the factors, list below, according to the level of influence they may have or had in your decision to volunteer.

Directions: **Circle** the appropriate number as to the effect of the factors on your decision to volunteer.

	None	Low		Moderate			High	
(2.1)Improve school grades/do better in school	0	1	2	3	4	5	6	7
(2.2)Explore or learn about career options	0	1	2	3	4	5	6	7
(2.3)Do something for a cause that is important	0	1	2	3	4	5	6	7
(2.4)Gain a new perspective on things	0	1	2	3	4	5	6	7
(2.5)Learn respect for others	0	1	2	3	4	5	6	7
(2.6)Learn to be helpful and kind	0	1	2	3	4	5	6	7
(2.7)Learn how to get along with others	0	1	2	3	4	5	6	7
(2.8)Gain satisfaction from helping others	0	1	2	3	4	5	6	7
(2.9)To understand people who are different from me	0	1	2	3	4	5	6	7
(2.10)"Volunteer experience will look good on my resume"	0	1	2	3	4	5	6	7
(2.11)Compassion toward people in need	0	1	2	3	4	5	6	7
(2.12)"If I help others, someone will help me"	0	1	2	3	4	5	6	7
(2.13)Personal physical limitations	0	1	2	3	4	5	6	7
(2.14)Personal job responsibilities	0	1	2	3	4	5	6	7
(2.15)Improve the mental image I have of myself	0	1	2	3	4	5	6	7
(2.16)Fulfill an ambition/satisfy my ego	0	1	2	3	4	5	6	7
(2.17)Develop interpersonal relationships	0	1	2	3	4	5	6	7
(2.18)Develop social skills	0	1	2	3	4	5	6	7
(2.19)Childcare responsibilities	0	1	2	3	4	5	6	7
(2.20)Home environment	0	1	2	3	4	5	6	7
(2.21)Personal health status	0	1	2	3	4	5	6	7
(2.22)Sensitivity to criticism	0	1	2	3	4	5	6	7
(2.23)Preference for geographic area	0	1	2	3	4	5	6	7

(2.24)Nearness of friends and relatives	0	1	2	3	4	5	6 7
(2.25)Prestige of the group	0	1	2	3	4	5	6 7
(2.26)Prestige of my position in the group	0	1	2	3	4	5	6 7
(2.27)Desire for experience	0	1	2	3	4	5	6 7
(2.28)Challenge of something new	0	1	2	3	4	5	6 7
(2.29)Help develop relationships between different racial and/or cultural groups	0	1	2	3	4	5	6 7
(2.30)Help develop relationships between different religious groups	0	1	2	3	4	5	6 7
(2.31)Availability of transportation	0	1	2	3	4	5	6 7
(2.32)Other (please specify) _____	0	1	2	3	4	5	6 7

Thank you for completing this survey instrument. Your cooperation is appreciated!

APPENDIX B

PERMISSION LETTER TO SUPERINTENDENT OF PARISH FIELDING TEST SURVEYS

Dear Sir:

I am seeking permission to administer a survey on teen volunteerism at one of the high schools in your system. I would like to survey the entire 9-12th grade population at the school so that responses from both 4-H and non-4-H students can be included.

I would like to complete administration of the surveys as soon as possible, but I will work, of course, with the school administration to administer the surveys at the school's convenience.

Please respond to this request as soon as you can.

Thank you!

Kenneth Spoto
County Agent
East Feliciana Parish

APPENDIX C

PERMISSION LETTER TO PRINCIPAL OF PARISH FIELDING TEST SURVEYS

Dear Ms. :

I am seeking permission to administer a survey on teen Volunteerism at your school.

I would like to survey the entire 9-12th grade population, preferably during English class or home room, so that responses from both 4-H and non-4-H students can be included.

I would like to complete administration of the surveys as soon as possible, but I will work, of course, with you on administering the surveys at the schools' conveniences.

Please respond to this request as soon as you can.

Thank you!

Kenneth Spoto
County Agent
East Feliciana Parish

APPENDIX D

PERMISSION LETTER TO 4-H AGENT OF PARISH FIELDING TEST SURVEYS

Dear Co-Worker:

As you may or may not know, I am completing a Ph.D. program in vocational ed, and I would sincerely appreciate your cooperation.

I am required to pretest the survey that will be used in my study and would appreciate your help in recommending a high school to administer the field test to 9^{th} -12^{th} graders. I particularly would like to administer the test survey at a school that has at least 30 members enrolled in 4-H.

Let me know if you can help.

Thanks,

Kenneth Spoto
County Agent
East Feliciana Parish

APPENDIX E

PERMISSION LETTER TO SUPERINTENDENTS IN PARISHES SELECTED FOR SURVEY

Dear Sir:

I am seeking permission to administer a survey on teen volunteerism to one or two high schools in your system. I would like to survey the entire 9-12th grade population at the school(s) so that responses from both 4-H and non-4-H students can be included.

I would like to complete administration of the surveys throughout the state by Christmas break, but I will work, of course, with the school administration to administer the surveys at the schools' conveniences.

Please respond to this request as soon as you can.

Thank you!

Kenneth Spoto
County Agent
East Feliciana Parish

APPENDIX F

PERMISSION LETTER TO PRINCIPALS IN PARISHES SELECTED FOR SURVEY

Dear Sir:

I am seeking permission to administer a survey on teen Volunteerism at your school.

I would like to survey the entire 9-12th grade population, preferably during English class or home room, so that responses from both 4-H and non-4-H students can be included.

I would like to complete administration of the surveys throughout the state by Christmas break, but I will work, of course, with you on administering the surveys at the schools' conveniences.

Please respond to this request as soon as you can.

Thank you!

Kenneth Spoto
County Agent
East Feliciana Parish

APPENDIX G

PERMISSION LETTER TO 4-H AGENTS OF PARISHES SELECTED FOR SURVEY

Dear Co-workers:

As you may or may not know, I am completing a Ph.D. program in vocational ed, and I would sincerely appreciate your cooperation.

A random sampling of the sixty-six, La. public school districts gave me the districts representing the parishes in which you work with the 4-H youth program. I would like the opportunity to survey 9-12th grade 4-H youth and 9-12th grade non-4-H youth enrolled in one of the public schools of your parishes. I have prepared letters to the superintendents of the school districts and principals of the high schools concerned, requesting permission for the same.

I know you are all busy people, and so this letter is not to solicit help but to ensure I have your permission to conduct my study.

Thanks,

Kenneth Spoto
County Agent
East Feliciana Parish

APPENDIX H

JOB CLASSIFICATION AREA FOR FATHER'S OCCUPATION

OCCUPATION	FREQUENCY	JOB CLASSIFICATION
ACCOUNTANT	1	ADMINISTRATIVE
ADMIN. ASST	1	ADMINISTRATIVE
CPA	1	ADMINISTRATIVE
HORSE TRAINER	1	AGRICULTURE
CROP ADJUSTER	1	AGRICULTURE
FORESTER	2	AGRICULTURE
RANCHER	2	AGRICULTURE
FARM MECHANIC	1	AGRICULTURE
FARM MGR.	1	AGRICULTURE
DAIRY FARMER	8	AGRICULTURE
CHICKEN PLANT	1	AGRICULTURE
FARMER	30	AGRICULTURE
LAWN MAINTENANCE	1	AGRICULTURE
AG AGENT	1	AGRICULTURE
LINEN CLEANER	1	APPAREL SERVICES
ARTIST	1	ART
AUCTIONEER	1	AUCTIONEER
BIOLOGIST	1	BIOLOGICAL SCIENCES
BOILER MAKER	4	BOILER MAKER
DRAFTER	1	CIVIL ENGINEERING
CABLE TECH	1	COMMUNICATIONS
COMPUTER TROUBLE	1	COMPUTER RELATED
COMPUTER PROGRAM	2	COMPUTER RELATED
COMPUTER TECH	2	COMPUTER RELATED
CONSTRUCTION	23	CONSTRUCTION
SAND BLASTER	1	CONSTRUCTION
CONCRETE FINISHER	3	CONSTRUCTION
BRICK MASON	2	CONSTRUCTION
CONTRACTOR	3	CONSTRUCTION
ROOFER	1	CONSTRUCTION
HEAVY EQUIP OPER	3	CONSTRUCTION
CARPENTER	20	CONSTRUCTION
WATER WELL DRILLER	1	CONSTRUCTION
SCAFFOLD BUILDER	2	CONSTRUCTION
ENGINEERING TECH	1	ENGINEERING
ELECTRICAL ENGINEER	2	ENGINEERING
ENGINEER	3	ENGINEERING
BANKER	2	FINANCIAL
PAINTER	8	FINISHING/PAINTING
FIRE FIGHTER	4	FIRE FIGHTING
CARPET LAYER	1	FLOOR FINISHING
TIMBER CONTRACTOR	1	FORESTRY/TIMBER
TIMBER MARKER	1	FORESTRY/TIMBER

LOG CUTTER	1	FORESTRY/TIMBER
LOGGER	15	FORESTRY/TIMBER
LOG TRUCK DRIVER	5	FORESTRY/TIMBER
LUMBER CO SUPER	1	FORESTRY/TIMBER
GEOLOGIST	1	GEOLOGY
POSTAL	2	GOVERNMENT
JANITOR	3	JANITORIAL
LAWYER	2	LAW
XRAY TECH	1	MEDICAL SERVICE
NURSE	2	MEDICAL SERVICE
PARAMEDIC	1	MEDICAL SERVICE
EEG TECH	1	MEDICAL SERVICE
VETERINARIAN	1	MEDICAL SERVICE
PHARMACIST	1	MEDICAL SERVICE
ELDERLY CARETAKER	1	MEDICAL SERVICE
R.N.	1	MEDICAL SERVICE
IRON WORKER	2	METAL INDUSTRY
BLACKSMITH	1	METAL WORKING
MILITARY	15	MILITARY
APPRAISER	1	MISC. MANAGERIAL
TOWN MANAGER	1	MUNICIPAL SERVANT
BUS DRIVER	3	PASSENGER TRANSPORT
BUG EXTERMINATOR	1	PEST CONTROL
OIL FIELD WORKER	6	PETROLEUM INDUSTRY
DRILLING RIG	1	PETROLEUM INDUSTRY
OIL TRUCK DRIVER	1	PETROLEUM INDUSTRY
DRILLING WORKER	1	PETROLEUM INDUSTRY
OFFSHORE	39	PETROLEUM INDUSTRY
OIL RIG DRILLER	1	PETROLEUM INDUSTRY
EXXON WORKER	1	PETROLEUM INDUSTRY
MUD ENGINEER	1	PETROLEUM INDUSTRY
PIPE FITTER	2	PLUMBING RELATED
PLUMBER	2	PLUMBING RELATED
US MARSHALL	1	POLICE/PUBLIC SAFETY
POLICE	12	POLICE/PUBLIC SAFETY
RECREATIONAL OFF	1	RECREATIONAL
GOLF COURSE MAINT	1	RECREATIONAL
GARBAGE MAN	1	REFUSE/DISPOSAL
PREACHER	9	RELIGIOUS OCCUPATIONS
SALESMAN	7	SALES
CAR SALES	1	SALES
FOOD SALES	1	SALES
INSURANCE SALES	4	SALES
REAL ESTATE SALES	1	SALES
GUARD	10	SECURITY/CORRECTIONS
PROBATION OFFICER	1	SOCIAL & WELFARE
SOCIAL WORKER	1	SOCIAL & WELFARE
PAROLE OFFICER	1	SOCIAL & WELFARE

CHILD SUPPORT OFF	1	SOCIAL AND WELFARE
RAILROAD ENGINEER	1	TRANSPORTATION
TRUCK DRIVER	52	TRANSPORTATION
LINEMAN	1	UTILITIES
METER READER	1	UTILITIES
TOW BOAT CAPTAIN	1	WATER TRANSPORT
PORT CAPTAIN	1	WATER TRANSPORT
TOW BOAT WORKER	1	WATER TRANSPORT
BOAT DRIVER	1	WATER TRANSPORT
BARGE CAPTAIN	1	WATER TRANSPORT
WELDER	17	WELDING
TOTAL	393	

APPENDIX I

JOB CLASSIFICATION AREAS FOR MOTHER'S OCCUPATION

Occupation	Frequency	JOB CLASSIFICATION AREA
ACCOUNTING	12	ADMINISTRATIVE
INSURANCE COLLECTOR	2	ADMINISTRATIVE
STATE POLICE AUDITOR	1	ADMINISTRATIVE
ADMIN. TECHNICIAN	1	ADMINISTRATIVE
CLERK	3	ADMINISTRATIVE
INSURANCE CLAIMS	1	ADMINISTRATIVE
PAYROLL CLERK	1	ADMINISTRATIVE
ANIMAL CARETAKER	1	AGRICULTURE
AGRICULTURE WORKER	1	AGRICULTURE
DAIRY	2	AGRICULTURE
FARM SERVICE AGENCY	1	AGRICULTURE
FARMER	2	AGRICULTURE
SEAMSTRESS	1	APPAREL SERVICES
LINEN SERVICE	1	APPAREL SERVICES
ARTIST	1	ART
PHOTOGRAPHER	1	ART
BARBER	3	BARBERING
PRIVATE SITTER	1	CARETAKER
CARETAKER	2	CARETAKER
ELDERLY CARE	3	CARETAKER
HOME CARE WORKER	1	CARETAKER
BABYSITTER	2	CHILD CARE
DAY CARE	6	CHILD CARE
STORE CLERK	2	CLERICAL
SECRETARY	43	CLERICAL
SHIPPING CLERK	1	CLERICAL
COMPUTER PROGRAMER	1	COMPUTER RELATED
COMPUTER TECHNICIAN	1	COMPUTER RELATED
CONSTRUCTION	1	CONSTRUCTION
CARPENTER'S AID	1	CONSTRUCTION
TEACHER	2	EDUCATION
SUBSTITUTE TEACHER	4	EDUCATION
TEACHER'S AID	2	EDUCATION
PRINCIPAL	1	EDUCATION
FLORIST	1	ENVIRON DESIGN
ENVIRON. TECHNICIAN	1	ENVIRONMENTAL
CASHIER	6	FINANCIAL
LOAN OFFICER	2	FINANCIAL
BANK TELLER	10	FINANCIAL
LOAN PROCESSOR	1	FINANCIAL
BANK OFFICER	3	FINANCIAL
BILL COLLECTOR	1	FINANCIAL
BANK AUDITOR	1	FINANCIAL

PAINTER	1	FINISHING/PAINTING
CAKE DECORATOR	1	FOOD DECORATING
DIETICIAN	2	FOOD SERVICE
WAITRESS	5	FOOD SERVICE
CAFETERIA WORKER	12	FOOD SERVICE
FOOD SERVICE	1	FOOD SERVICE
DIETARY MGR	1	FOOD SERVICE
COOK	10	FOOD SERVICE
CAFETERIA MANAGER	2	FOOD SERVICE
FOOD SERVICE	1	FOOD SERVICE
SOCIAL SECURITY	1	GOVERNMENT SERVICE
POST SERVICE WORKER	5	GOVERNMENT SERVICE
FITNESS INSTRUCTOR	1	HEALTH
COSMOTOLIGIST	2	HEALTH
MAID	1	JANITORIAL
HOUSEKEEPING	10	JANITORIAL
JANITOR	2	JANITORIAL
LAWYER	2	LAW RELATED
PARALEGAL	4	LAW RELATED
DA'S OFFICE WORKER	1	LAW RELATED
LEGAL SECRETARY	3	LAW RELATED
LIBRARIAN	3	LIBRARY RELATED
OFFICE MANAGER	2	MANAGERIAL
HOSPITAL ADMIT	1	MEDICAL
VETERINARIAN	1	MEDICAL
MEDICAL ASST	1	MEDICAL
XRAY TECH	1	MEDICAL
PHLEBOTOMIST	1	MEDICAL
PHARMACY TECHNICIAN	1	MEDICAL
NURSE AID	8	MEDICAL
R.N.	25	MEDICAL
DOCTOR'S OFFICE ASST	1	MEDICAL
EMT	1	MEDICAL
PHARMACIST	2	MEDICAL
PHARMACY TECH	1	MEDICAL
DOCTOR ASST	1	MEDICAL
NURSE	58	MEDICAL
RESPIRATORY THERAP	1	MEDICAL
PHYSICAL THERAPIST	1	MEDICAL
SPEECH PATHOLOGIST	1	MEDICAL
LPN	13	MEDICAL
PATIENT RECEPTION	1	MEDICAL
DOCTOR	1	MEDICAL
VETERINARY ASST	1	MEDICAL
HOME HEALTH	1	MEDICAL
NURSING HOME MGR	1	MEDICAL
LAB TECH	1	MEDICAL
PARAMEDIC	2	MEDICAL

DENTAL ASS'T	2	MEDICAL
MILITARY	2	MILITARY
APPRAISER	1	MISC. MANAGERIAL
CITY PLANNER	1	MUNICIPAL SERVICES
CLERK OF COURT	1	MUNICIPAL SERVICES
BUS MONITOR	1	PASSENGER TRANSPORT
BUS DRIVER	18	PASSENGER TRANSPORT
DEPUTY SHERIFF	1	POLICE, PUBLIC SAFETY
POLICE	4	POLICE, PUBLIC SAFETY
CASINO WORKER	1	RECREATIONAL
PARK RANGER	1	RECREATIONAL
CAMP PROGRAMMER	1	RECREATIONAL
REALTY SALES	5	SALES
INSURANCE SALES	7	SALES
COSMETICS SALES	1	SALES
SALES	11	SALES
GROCERY SALES	1	SALES
GUARD	4	SECURITY & CORRECTIONS
CORRECTIONS	1	SECURITY & CORRECTIONS
WELFARE WORKER	1	SOCIAL & WELFARE
SOCIAL WORKER	1	SOCIAL & WELFARE
PROBATION OFF	1	SOCIAL & WELFARE
COUNSELOR LTI	1	SOCIAL & WELFARE
TRUCK DRIVER	3	TRANSPORTATION
CABLE PERSON	1	UTILITIES
TOTAL	407	

VITA

The author is a native Floridian and earned a bachelor of science degree from the University of Florida in 1976 and master's degree in 1982. Employed for nineteen years with the Louisiana Cooperative Extension Service as a county-level 4-H Youth Development professional, the author enjoys working with youth and adult leaders. The author resides with his wife, Anita, and teen-aged sons, Joseph, Stephen, and Andrew in Clinton, Louisiana.

DOCTORAL EXAMINATION AND DISSERTATION REPORT

Candidate: Kenneth Spoto

Major Field: Vocational Education

Title of Dissertation: The Perceived Influence of Selected Factors on the Decision of Louisiana 4-H Teens and Non 4-H Teens to Volunteer

Approved:

Satish Verma
Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

Date of Examination:

April 2, 2001